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ABSTRACT

Contents of this book, designed to give the certified perscnnel of the Bernalillo Public Schools (Dade County, N.M.) an idea of what can be done in their teaching areas to meet with the philcsophy of that school system, include units on: Social Studies, grades one to six; "We Three and Our Home"; "About me"; "My family"; "My father"; "My mother"; "Things I can do by myself"; "My house and things we have at home and activities"; "Food"; "Indian Leaders"; "My playmates"; "People I see, know, and like"; "Music"; "Art"; "Introduction to poetry"; "Biology"; "Use of flowering plants"; "Mathematics"; "Measurement"; "Cost of operating an automobile"; "Cost of operating a car, word problems"; "Word problems in mathematics--taking the three cultures into consideration"; "Literature"; "Early American Literature"; and, "American folklore." Each unit includes information on objectives, activities, materials, resource persons, and evaluation. (JM)

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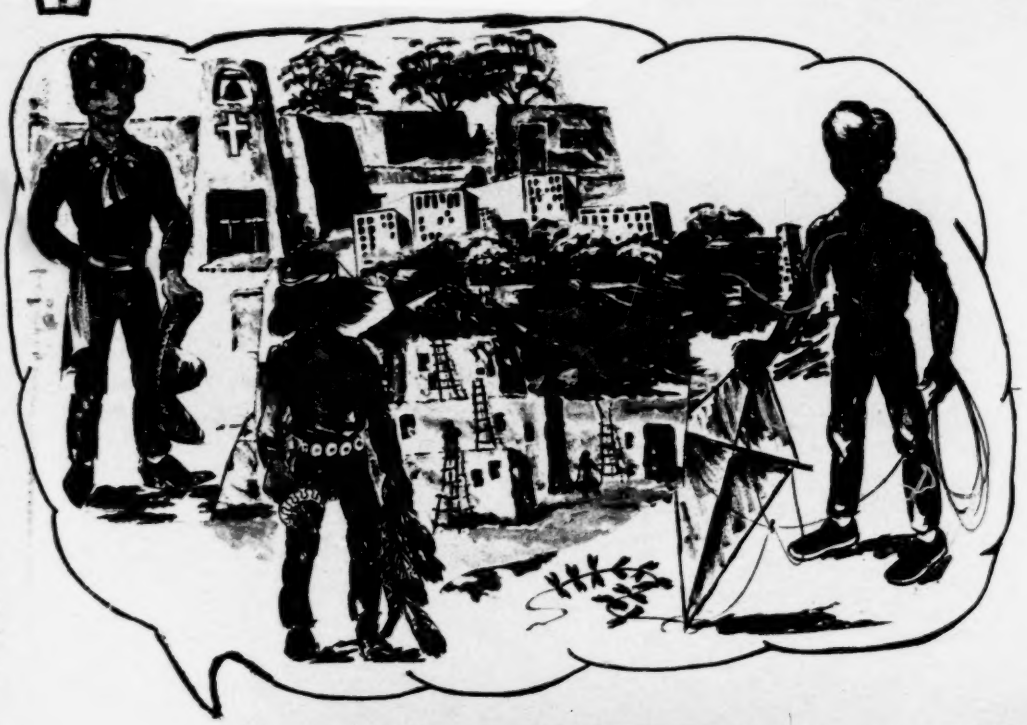

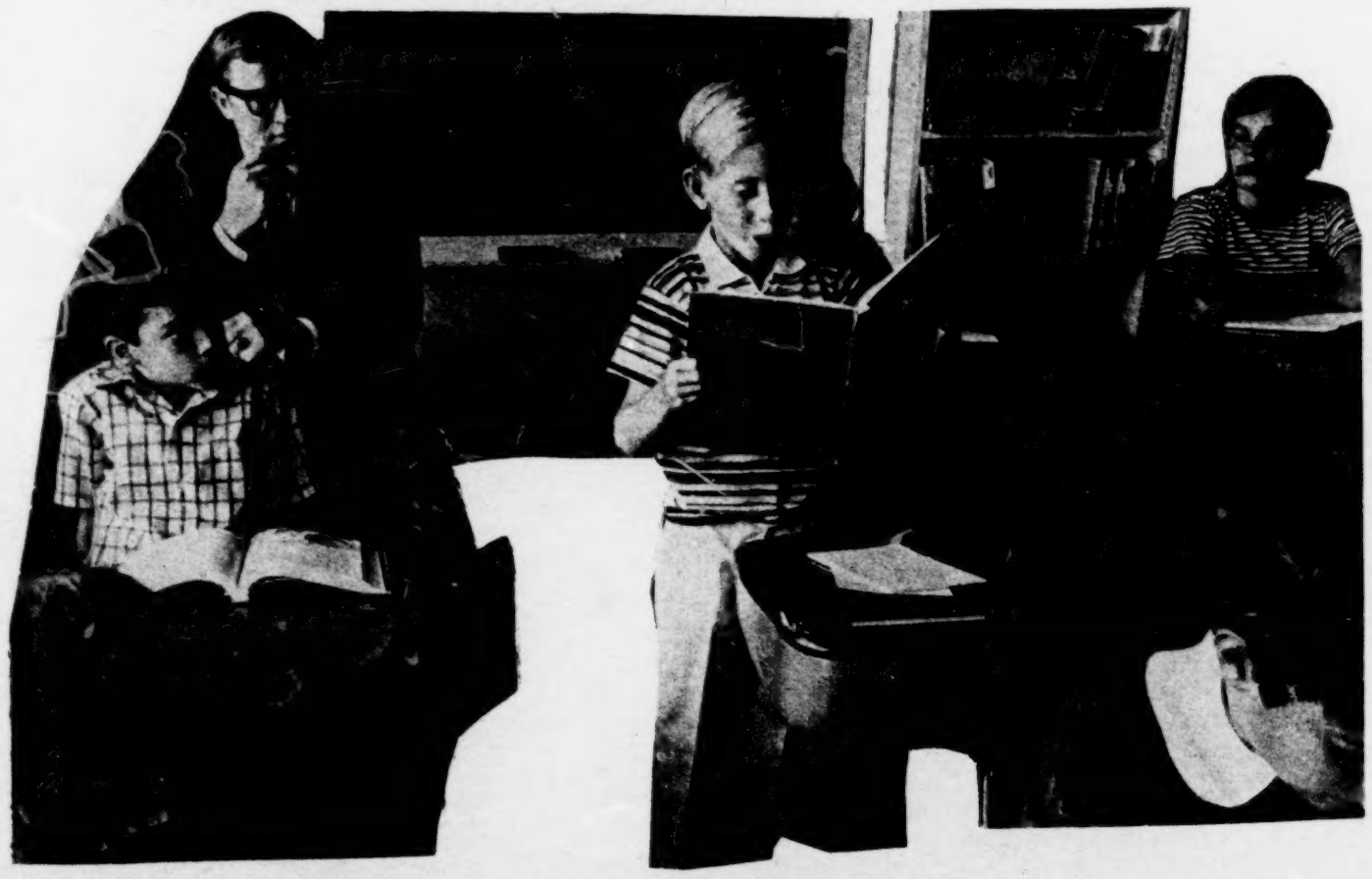

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SAMPLE TEACHING UNITS TROUGH CULTURAL AWARENESS

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BERNALILLO, NEW MEXICO

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FCRWARD

The purpose of this book, teaching units with cultural awareness implications, is to give the certified personnel of the Bernalillo Public Schools an idea of what can be done in their teaching areas to meet up with the philosophy of our school system. The sample units have integrated into the traditional middle class curriculum units some of the values of the three cultures that encompass our school district.

It is hoped that these units will alleviate the task that our school system will undertake, under the guidance of the administrative council, curriculum revision tailored to the needs of the students of our school district.

Again, the teaching units are samples only and are to be used as such.

Mr. Arnold J. Rael
Director of Title IV
Bernalillo Public Schools

[April 1970]

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On behalf of the Board of Education of the Bernalillo Public Schools, and the Administrative Council sincere gratitude goes to the listed Cadre members who put their time and their effort in an attempt to Construct sample teaching units with Cultural Awareness implications.

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INTRODUCTION

In offering a curriculum which takes into account the different cultures of our students, the most important factor is not so much the subject matter content, new materials, methodology and teaching techniques. To be sure these things are important, but the single most important factor is the attitude towards the different cultural groups, that the teacher brings into the classrooms. This attitude is communicated in many instances, non-verbally, but the student is very much aware of it. The teacher has within his grasp the power to do magnificent good or cause irreparable damage to students of culturally different backgrounds if he shows his own culture to be superior to the divergent cultures. Therefore, the teacher's role and how it is played and his attitudes towards people of different cultures become of paramount importance in determining success or failure in the classrooms

The individual is the product of his culture He is the beans and the chile, the Indian bread, and the hamburgers he has eaten He is the language he has learned, the lullabies that have been sung to him, the music he has learned. He is his religion his diet, his art and all of the unspoken silent emotions that run through him that only he and those of his culture can understand as all of the things of his culture interest.

Perhaps, it is impossible that anyone of a different culture can truly understand and feel ones over culture as one feels it, but it is imperative that anyone teaching children of different cultures at least have learned to respect them and to give them their rightful dignity. To fail to do this would mean to impress upon the student that his culture is inferior and therefore cause him to reject his culture, in essence, to reject himself, committing irreparable damage to the student.

The following units are examples of how cultural awareness can be incorporated into the different subject matter area. The general objectives for doing this are:

1. To develop a positive self image in each student.

2. To develop positive image towards his classmates and all people regardless of cultural backgrounds

3. To inculcate tolerance and understanding of the 3 cultural groups in our schools in Bernalillo.

4. To appreciate the contributions to our way of life that have been made by the different cultures

TABLE OF CONTENTS

FORWARD..... v

ACKNOWLEDGEMENT..... vii

INTRODUCTION..... ix

PART 1

SOCIAL STUDIES UNITS GRADES 1-6

I. General Objectives..... 1
II. Procedure..... 1
III. Subject Matter Outline..... 1

WE THREE AND OUR HOME

I. General Objectives..... 3
II. Specific Objectives..... 4
III. Materials..... 4
IV. Activities..... 5

ABOUT ME

I. Objectives..... 5
II. Specific Objectives..... 5
III. Materials..... 5
IV Activities..... 6

MY FAMILY

I. General Objectives..... 6
II. Specific Objectives..... 6
III. Materials..... 7
IV. Activities in the Classroom..... 7

MY FATHER

I. General Objectives..... 7
II. Specific Objectives..... 7
III. Materials..... 7
IV. Activities..... 8

MY MOTHER

I. General Objectives 8
II. Specific Objectives 8
III. Materials 8
IV. Activities 9

THINGS I CAN DO BY MYSELF

I. General Objectives 9
II. Specific Objectives 9
III. Materials 9
IV. Activities 9

MY HOUSE AND THINGS WE HAVE AT HOME AND ACTIVITIES

I. General Objectives 10
II. Specific Objectives 10
III. Materials 11
IV. Activities 11

FOOD

I. General Objectives 11
II. Suggestions of What Food Can Be Used 11
III. Specific Objectives 12
IV. Materials 12
V. Activities in the Classroom 12

INDIAN LEADERS

I. General Objectives 12
II. Subject Matter Outline 13
III. Specific Objectives 13
IV. Materials 14
V. Activities in the Classroom 14

MY PLATMATES

I. General Objectives 14
II. Specific Objectives 14
III. Materials 15
IV. Activities 15

PEOPLE I SEE, KNOW AND LIKE

I. General Objectives 15
II. Specific Objectives 15
III. People From Different Walks of Life 16
IV. Activities 16

MUSIC

I. General Objectives 16
II. Kinds of Things That Can Be brought Out 16
III. Specific Objectives 16
IV. Activities in the Classroom 17

ART

I. General Objectives 17
II. Some Famous Artists 17
III. Specific Objectives 18
IV. Materials 18
V. Activities 18

PART II

INTRODUCTION TO POETRY

I. Objectives 20
II. Activities 22
III. Materials 25
IV. Miscellaneous Poetry Selections 28
V. Suggested Sources for Consultations 29
VI. Recordings 30
VII. Art 31
VIII. Evaluation Methods and Suggestions 31

PART III

BIOLOGY

I. Objectives 32
II. Materials 34
III. Activities 34
IV. Evaluations 44

USE OF FLOWERING PLANTS

I. Objectives..... 45
II. Materials..... 46
III. Activities..... 47
IV. Evaluations..... 51

PART IV

MATHEMATICS

I. General Objectives..... 53

MEASUREMENT

I. Specific Objectives..... 53
II. Materials..... 54
III. Activities..... 54
IV. Summary..... 54
V. Evaluation..... 55

COST OF OPERATING AN AUTOMOBILE

I. Objectives..... 55
II. Activities..... 55
III. Evaluating..... 56

COST OF OPERATING A CAR WORD PROBLEMS..... 56

WORD PROBLEMS IN MATHEMATICS--TAKING THE THREE CULTURES INTO CONSIDERATION..... 57

LITERATURE

INTRODUCTION..... 59

EARLY AMERICAN LITERATURE

I. Objectives..... 60
II. Activities..... 61
III. Materials..... 63
IV. Evaluations..... 64

AMERICAN FOLKLORE

I. Objectives 64
II. Activities..... 65
III. Materials..... 68
IV. Resource Persons..... 70
V. Evaluations..... 70

SOCIAL STUDIES UNIT GRADES 1-6

I. General Objectives

A. The children will demonstrate a positve self image by making positive statements about himself as an individual-when in groups he will demonstrate a positive self image by becoming actively involved in the groups activities-sharing his idea and his talents with others.

B. The student will demonstrate a positive image about his classmates by respecting their rights as individuals-by participating with them in group activities-by accepting the differences and similarities in people as being natural and normal by developing friendships with others of different ethnic background

II. Procedure

We will show that while people are basically the same by showing that all people have hands, feet, head, internal organs, and body parts and similar body functions like eating and breathing etc. We will use the students, pictures, films, etc., to demonstrate this. We will use the students and other people, pictures, film, etc to show the differences in color hair, eyes, pigment of skin, bone structure, size, height, weight of people of different ethic groups, Spanish speaking, Indian, Anglo, Negro, Orientals, etc. The teachers role will be to teach the students that even though there are differences among people, that we are all people and we should respect each other for what we are. At no point will teacher propose that one group is preferrable to another. She will not do this either directly, by attitude, or by implications.

III. Subject Matter outline (not complete by any means)

A. Traditional dress - Indian-ceremonial robes,
Anglo-sport suit and tie,
Spanish-same as Anglo

B. Food - Indian-meat corn, bread, chile, beans, vegetables
Spanish-meat, corn, bread, tortilla, chile beans. enchiladas, tacos, posole, atole, chaquewe, panocha
Anglo-potatoes & gravy, meat, bread, vegetables, hamburgers, hot dogs.

C. Shelter - Indian-The pueblo Indian will have adobe pueblo style

homes also cider block homes pueblo styles, trailer homes
Spanish-Same as above but includes brick
Anglo-Same as above

1. Learn to identify style of homes
2. Learn to identify construction of homes especially materials used

D. Customs: Indian
   1. Ceremonial religion dances
      a. Rain dance
      b. Eagle dance
      c. Corn dance
      d. Buffalo dance
      e. Matachines
   2. Hunting days
   3. Political
      a. Indians-they have a pueblo government as well as a religious leader.
         They have the following:
         (1) The Governor, Lt Governor, the Council. Education officials
         (2) Caocique etc. - may tell to teachers but not to pupils
         (3) Women not allowed to vote or to belong to the council
   4. Physical
   5. Social
      a. Clans-different societies:
         (1) Turquoise
         (2) Squash
   6. Economic
      a. Jewelry making
      b. Farming, ranching, cattle raising
      c. Pottery
      d. Secretaries
      e. Waitress
      f. Nurses and nurses aids
      g. Teachers

E. Custom-Spanish
   1. Ceremonial religious
      a. Patron Saint fiestas
      b. Casorios
      c. Velorios
      d. Bautismos

e. Confirmaciones
f. Prendorios
g. Birthdays

2 Dances
a. La Raspa
b. Valses
c. Polkas
d. Chotis
e. Redandos
f. Varsoviana
g. Modern Dances
h. La Escoba

3. Political: Like anyone else may belong to
a. Group
(1) Republican
(2) Democrate
(3) Torerivistos
(4) Independents
b. Forms of Government
(1) Mayor, council, incorporated communities

4. Physical
5. Social
a. The extended family
(1) Tios, tias, primos, compadres, nephews neices, abuelos, padrinos, madrina, in-laws
(2) Family gatherings
(3) Club Memberships

6. Economics-Includes the entire range occupations doctors, lawyers, teachers, nurses, polititian, etc Country Clubs, very independent, not as close family ties as Indian or Spanish-highly competitive

WE THREE AND OUR HOME
(Indian, Spanish and Anglo)

I. General Objectives:

A. To inculcate tolerance and understanding of three cultures
B. To expel preconceived erroneous ideas
C. To appreciate the combined efforts of the three cultures in preserving our freedom.
D. To develop an understanding that all people regardless of race, creed or nationality are more alike than different and have the same basic needs.
E. That people's behavior and customs are due to their cultural traditions.

F. To develop an understanding that the mores we know about individuals or groups the less prejudiced against them we are likely to be.

Specific Objectives:

A. The student will discuss and dramatize the customs and social mores of the 3 cultures.
B. The students will bring samples of food used in their home & discuss its value.
C. Students will compare their clothing that is used in every-day life as well as for social occassion
D. Student will draw pictures of different styles of clothing that are worn by members of their family for different occassions.
E. Students will draw pictures of his own home & discuss materials that were used in building it.
F. The students will discuss and list the social activities that they have in their culture.
G. The student will talk before the group about his father's job and what money is spent for.
H. Students will be involved in group activities in the playground and classroom in hope that this will eliminate prejudice.
I. The student will list & discuss the contributing that his culture has made to our way of life.
J. Students will give oral reports, be involved in group discussions oral reading, pronounciation drills in order to stimulate interest in English as a second language also records will be played & have children listen to their own tapes & those of this class.
K. By associating with his classmates and listening to them talk about their way of life, the student will learn many things from each other.
L. Student will visit a pueblo to observe an Indian dance.

III. Materials

A. Charts on:
    1. different home styles
    2. children of different cultures
    3. foods
B. Samples of food
C. Water colors
D. Crayons
E. Paper
F. Pencil
G. Books
H. Magazines

I. Films and filmstrips

IV. Activities
- A. Discussion
- B. Drawings of homes, foods, different people, etc.
- C. Bring food samples from home & having tasting party
- D. Film
- E. Role playing
- F. Fieldtrips

ABOUT ME

I. Objectives
- A. To develop a positive self image
- B. To develop appreciation of each individual's good qualities
- C. The student will develop a positive image of his classmates.

II. Specific Objectives

- A. Each student will discuss the differences in people as far as color of hair, eyes, pigment of skin, bone structure, size, height, weight, dress, language and similarity in physical needs.
- B. The student will draw a picture of himself
- C. The student will make a mural depicting family life in his own culture and he will tell the class about his family, how it is like the other families and how it is different.
- D. The student will make a paper doll family demonstrating his culture.
- E. The student will trace his own silhoutte.
- F. Students will take field trips to schools and homes of people of different cultures.

III. Materials

- A. Charts of students of three cultures.
- B. Paper
- C. Scissors
- D. Paste
- E. Newspaper print
- F. Scale
- G. Measuring tape

IV. Activities

A. Class discussions
B. Drawing & tracing pictures of himself, his family his friends, etc.
C. Making paper doll family
D. Making mural of a family
E. Field trips to visit different schools

MY FAMILY

I. General Objectives

A. To acquaint the child as to what role each member of the family plays
B. To acquaint the child as to family relationship
   1. Family-mother, father, brothers, sisters
   2. Grandmother, grandfather, uncles, aunts, cousins

II. Specific Objectives

A. After showing the student a chart of a family tree, each student will make one of his own family
B. Each student will find out whether any other student in the classroom is related to him and tell what the relationship is
C. Students will discuss their family & bring pictures from home
D. Students will play the roles of the different family members and other relatives, using puppets.
E. Students will see film strips related to families & then discuss the roles of each number
F. The student will listen and read stories about family activities of different cultures
G. Students will dramatize the roles of father, mother, sister brother & other relatives
H. Students will tell stories that have been told to him at home
I. Students will write stories about their families
J. Students will be asked to watch T.V. programs that show families Ex. Brady Bunch, etc., and will report what they see to the class, and compare their activities to their own family activities

III. Materials

A. Films-role play, records, pictures, projector, puppetry
B. Dramatization
C. Stories
D. Paper, pencil
E. Charts of family tree

IV. Activities in the classroom

A. Making family trees
B. Find members within the classroom who are related
C. Discussions
D. B ring pictures of the family
E. Reading orally & silently
F. Story telling
G. Writing stories

MY FATHER (DADDY)

I. General Objectives

A. To acquaint the child with the similarities and differences with the functions that the father plays in the home.
B. To show that all fathers have the same love to give their children.

II. Specific Objectives

A. Students will dramatize father's role in the family
B. Students will list the things that father does
C. Students will tell about games and activities that he is involved with his father
D. Students will describe their father and draw pictures of him
E. Students will tell what role the father plays in his cultures religious ceremonies
F. Students will visit places where some fathers work
G. Students will play the roles that father plays in discipline

III. Materials

A. Pictures
B. Filmstrips

C. Records
D. Projectors
E. Charts depicting various occupations

IV. Activities

A. Role play-demonstrate what fathers do
B. Discussion
C. Fieldtrips
D. Drawings

MY MOTHER

I. General Objectives

A. To acquaint the child with the similarities and differences with functions that mother plays in the home
B. To show that all mothers have the same love to give their children

II. Specific Objectives

A. Students will dramatize mother's role in the family
B. Students will list the things that mother does
C. Students will describe their mother
D. Students will tell how mothers take care of baby
E. Students will describe what mother teaches them at home. (such as language, religion, behavior, manners, etc.)
F. Students will compare the different foods that mother prepares and compare them with those of his classmates
G. Students will tell what mothers give them when they are sick
H Students will compare the different roles (in the different cultures) that mother plays
I. Students will report & discuss the material seen, after showing a film or filmstrip

III. Materials

A. Charts
B. Stories
C. Film & filmstrip
D. Projector

E. Screen
F. Paper, pencil

IV. Activities

A. Have mother visit classroom
B. Role-playing
C. Filmstrip
D. Story telling
E. Discussion

THINGS I CAN DO BY MYSELF

I. General Objectives

A. To make the child aware of individual differences physically mentally and emotionally

II. Specific Objectives

A. Students are to pantomine the things that they do for themselves & have the rest of the class guess what they are doing
B. Students will list and discuss what they can do by themselves
C. Students will draw children doing some activity such as games, chores, etc.
D. Students will tell how they help mother and father

III Materials

A. Paper, pencil
B. Games

IV. Activities

A. Pantomine
B. Role-playing
C. Discussion
D. Writing
E. Playing games
F. Drawing, dialogue

MY HOUSE AND THINGS WE HAVE AT HOME AND ACTIVITIES

I. General Objectives

A. Acquaint the child with his surroundings
B. Acquaint the child with different types of homes and home furnishings
   1. Adobe, lumber, stucco, brick, cinder block, etc.
   2. Different styles-colonial, mediterranean, Spanish ranch, hacienda, pueblo, etc
C. To develop an understanding of the function of each room
D. To acquaint the child with the different structure of the rooms in their house. Different cultures have different room structure
E. To acquaint the child with the different artifacts that are found in the different homes

II. Specific Objectives

A. Students will visit different homes and upon return to the classroom will discuss orally and in writing what they saw and what they think each particular thing was used for
B. Students will draw pictures of different homes
C. Students will make miniature homes of different styles
D. The student will make a collection of pictures of different styles homes and label the pictures with the proper architectural name
E. The student will visit modern homes
F. The student will decorate and furnish a playhouse (keeping in mind the types of furniture found in the home of the three cultures) making the furniture out of cardboard
G. After listening to a guest speaker (a construction worker), the students will list the procedures involved
H. Students will bring or draw a favorite toy & tell a story concerning the toy
I. Students write or tell the type of recreation that they have at home (swimming in ditches or rivers, playgrounds, playing in yards
J. The student will show his classmate games that they play at home (different cultures many times have different games that they play
K. Students will describe their rooms and tell who they share it with
L. Students will describe the kitchen and explain how the different appliances, outside ovens, etc. are used

III. Materials

A. Mud
B. Paper
C. Paste
D. Paper, crayons, water colors, pencils
E. Picture collections
F. Charts of different homes, furniture, artifacts
G. Toys
H. Miscellaneous material
I. Books
J. Films

IV. Activities

A. Decorate and furnish playhouse
B. Discussion
C. Reports both written and oral
D. Story telling
E. Guest speaker
F. Films
G. Fieldtrips to homes, playgrounds and building sites
H. Drawing pictures of homes, furniture, toys, etc.
I. Games
J. Make miniature homes of different styles

FOOD

I. General Objectives

A. To acquaint the child how foods are different and similar in different cultures
B. To develop an understanding that basically foods (milk, meat, bread, vegetables) are similar, and may differ only in preparation

II. Suggestions of What Foods Can Be Used

A. Spanish food - tortillas, beans, chile, arroz con pollo, tamales, enchiladas, burritos, chile rellenos, panocha, atole, chaquewe, tacos, bunuelos, bischochitos, empandaditas, natillas, polole, quelites, verdolagas, carne seca

B. Indian Food - bread, polole, chili, beans, jerky, tamales, biscochitos, chicos, corn meal, Indian stew, fruits, verdolagas and quelites (Spinach), potatoes
C. Anglo Food - potatoes and gravy, meat, bread, vegetables, hamburgers, hot dogs, pizza, spaghetti, ravioli

III. Specific Objectives

A. The student will list the foods that are eaten at home and tell what they contain of nutritional value
B. The student will give oral report s on foods that are served at different occassions
C. Students will bring samples of foods from home
D. After seeing a filmstrip on the different kinds of foods and their nutritional values, students will list the foods eaten at home that are made up of the same mineral, vitamins and food substance as those seen on the film
E. Sudents will make a list of what their culture has contributed to the menu in today's restaurants

IV. Materials

A. Foods
B. Charts
C. Film
D. Pictures
E. Magazines

V. Activities in the Classroom

A. Discussion on preparation of foods
B. Bring samples of foods
C. Films, filmstr ps
D. Have a dinner inviting parents to bring food
E. Plan to eat in a restaurant
F. Plan with parents to invite children for a lunch

INDIAN LEADERS

I. General Objectives

A. To acquaint the child with the great deeds performed by their ancestors
B. To acquaint the child with the contributions given by these

people to preserve our freedom

II. Subject Matter outline

A. Sious leaders
   1. Red Cloud (Ogalla Chief)
   2. Crazy Horse (Ogalla Chief)
   3. Sitting Bull (unkpapa Medicine man)

B. Battles
   1. Battle of the Little Big Horn
   2. Wagon Box Fight
   3. Hayfield fight

C. 1890-End of the Indian war (Sioux)

D. Other Indian leaders
   1. Wasaki-(Shoshone)-leader of the Crow Scouts
   2. Black Kettle (Southern Cheyenne)
   3. Dull Knife (Norhern Cheyenne
   4. Chief Joseph (Néz Perces)
   5. Cochise (Apache)
   6. Geronimo (Apache)
   7. Alcario (Pueblo)

III. Specific Objectives

A. The students will read about the Indian leaders and discuss what they read

E. The student will write reports on a choosen Indian leader and read his report to the class

C. The student will list the battles and hero after seeing a film strip

D. The student will collect and display pictures of leaders of the three cultures

E. The student will name Indian heroes and tell the Indian tribe that the hero belonged to

F. The student will do research on the heroes and discuss his finding with the class

G. The student will spell and pronounce the name of the Indian leaders correctly

H. The student will name some of the present leaders and tell what they do

I. The students will be taken on fieldtrips to historic places, upon return to the classroom, the students will write a summary telling what they saw and what took place there

IV. Materials

A. Charts of heroes
B. Pictures
C. Books
D. Film and filmstrips
E. Projector
F. Screen

V. Activities in the classroom

A. Have a display of pictures of leaders of the three cultures
B. Have stories available of all leaders
C. Discussion and oral reports
D. Stories of heroes
E. Films, filmstrips
F. Pronounciation drills
G. Visit historical places
H. Visit Indian pueblos

The story of all Indian wars could be told in one sentence

"They had the land, We wanted it: There were more of us, so We took it "

MY PLAYMATES

I. General Objectives

A. To develop an understanding that children come from different cultures and should be accorded the same respect and dignity that they would want others to accord them

II. Specific Objectives

A. The student will write reports about what children in other lands do
B. The student will compare his daily activities with those of children that come from different cultures
C. The student will list the similarities between himself and other children regardless of culture
D. The student will read stories and see films about children from other parts of the world
E. Students will collect pictures of other school children from other countries and make a scrapbook

F. Students will visit other schools and be encouraged to make friends
G. The student will play roles of children from different cultures

III. Materials

A. Magazines
B. Books
C. Films
D. Projectors

IV. Activities

A. Write reports
B. Discussions
C. Films
D. Fieldtrips
E. Reading
F. Collect pictures and make scrapbook
G. Role-playing

PEOPLE I SEE, KNOW AND LIKE

I. General Objectives

A. To acquaint the child with different people they come in contact with and to learn to get along with his fellowmen

II. Specific Objectives

A. The student will read and report to the class what a particular person does in his job
B. After watching a film on different community members, the student will list the people that make up a community and tell what service each one preforms
C. The student will be involved in role playing and dramatizations concerning some service preformed by a community member
D. After taking a field trip to the different businesses in a community, the student will discuss and write a report on the people they mix, what they do and why their services are important

III. People From Different Walks of Life

A. Community - neighbors, groceryman. baker, mailman. milkman, policeman, minister, community officials, traders, fireman social worker, farmer
B. School - principals, teachers, doctors, dentists, custodians cooks, and teacher aides
C. Other people - pilots, stewardess, busdrivers, government officials, clerks, service station attendants, mechanics, etc

IV. Activities

A. Film strips, films, role play, dramatization, records pictures, stories
B. Visit to see these people at work
C. Visit outside communities

MUSIC

I. General Objectives

A. To expose the child to the different kinds of music
B. The child should learn beat and rhythm
C. To expose the child to famous music writers & musical instruments

II. Kinds of Things That Can Be Brought Cut

A. Instruments
   1. Indian: drum (different kinds of bells, sticks, rattles gourds, bugle, tamborine, modern bands
   2. Spanish: guitar, violin, piano, horn, bugle, trumpet maracas, clavitas, castanats
   3. Anglo: guitar, violin, piano, trumpet, bugle, etc

B Kinds of Music
   1. Indian: religious, ceremonial, social
   2. Mexican: religious, ceremonial, social functions traditional, patriotic, modern music
   3 Anglo: western, classical, jazz, rock and roll

III. Specific Objectives

A. The student will list the instruments he knows and tell how they

are played

B. The student will engage in singing with the rest of the class
C. The student will show the rest of the class a song that is sung in his home
D. After listening to records, the student will identify some of the instruments
E. Students will identify the different kinds of music from listening to records
F. Pictures of certain instruments will be shown to the students, the student then will name the instruments
G. Students will draw pictures of musical instruments and label them correctly as far as names are concerned
H. Students will spell and pronounce the names of musical instruments
I. Students will write reports on famous musicians and deliver these orally in class

IV. Activities in the Classroom

A. Songs, records, tapes, dances, filmstrips, rhythm slides, pictures, clay models
B. Visit a music store
C. Visit a television studio
D. Organize a rhythm band
E. Listen to records for music appreciation
F. Invite musicians either from outside or from the community to perform

ART

I. General Objectives

A. To help the child learn the different forms of art: jewelry making, pottery making, water colors, oil painting, charcoal, collage, beads, leather craft, paper craft
B. To enable students to distinguish the art forms in the three cultures
C. The child should know about famous artists (locally, nationally, and internationally)

II. Some Famous Indian Artists (research must be done to find other artists of the three cultures)

A. Popovida, San Ildefonso (pottery)

B. Al Momaday, Jemez (artist and writer)
C. Joe Herrera, Cochiti, (artist)
D. Jim Herrera, Cochiti (drum maker)
E. Charlie Lovato, Cochiti, (artist)
F. Marcelo Quintana (drummer)
G. Helen Cordero (figurines)

III. Specific Objectives

A. The students will follow directions given and do a paper sculpture
B. Students will work with different kinds of materials provided in class and do some paintings
C. Students will do research on an artist, (preferably a local one) write a report and deliver orally before the class
D. Students will be able to make simple jewelry after watching a demonstration on how to do it
E. The students will work with clay on attempt to do some pottery work
F. After listening, an Indian student demonstrate the art of drum making, the rest of the students will try to do this
G. Students will make a collection of different paintings and tell who the artist is

IV. Materials

A. Paint
B. Pa per
C. Clay
D. Beads
E. Jewelry
F. Materials for drum making
G. Leather
H. Pottery making charcoal

. Activity

A. Field trips to museums
B. Home visits
C. Visit to art gallery
D. Reports on artists and their works
E. Demonstrations
F. Making pottery, sculptures, drums, etc
G. Painting
H. Guest Speaker

INTRODUCTION TO POETRY

In general, it is in the area of the Fine Arts, and through the creative contributions of individual talents, that the beauties of a people can most colorfully and stimulatingly be evidenced

Architecture; the dance; music, both instrumental and vocal; pictorial art; sculpture; literature, to enumerate but a sampling of broad, common Fine Arts' Media, reveal not only great and individual talent but moreover the feelings, attitudes, and vibrations of an entire ethnical make-up The heart of any one body of people of all its own put together, and it is left to the artist, regardless of his choice of tools, to speak for that heart: to interpret the rhythms of his kind to rhythms unmatched by origin, color, history, or, perhaps, fate.

Because of an almost polar affinity relating art, music, and poetry, the unit which follows recognizes a natural relationship and seeks to promote the beauties of poetry through a certain amount of correlation

It is not expected that this unit would be used in the same manner by each teacher, or that it might be prescribed for a like amount of time. The activities offered are suggested possibilities to be adapted to each respective situation.

Likewise, the lists of suggested materials and specific poems are intended as indications of the variety available and neither as definitive listings or ones to be covered in their entirety in any given classroom instance The poems are by no means to be taken as all being representative of a particular culture. On the contrary, the majority were selected because of the universality of problems, emotions, reactions, and needs of us all. For the most part, cultural application and pertinence will be helped for as the after-effect and the responsibility of the individuals involved However, there are, of course, specific cultures represented by reference to poetry type (Haiku - Japanese; Corrido - Spanish); translations; surnames, etc , which may be used as springboards and/or examples.

Poems must be appreciated, also, for their contributions to imaginery philosphy, experience, and other universal implications.

One might mention, here, also, that although this unit may be modified to include instruction in poetic jargon, such as alliteration, assonance, onomatopoeia, personification, meter, and verse forms, the primary aim is to promote discussions and development of healthy, constructive personal philosphies which will enhance the ability of each student to understand both himself and other persons; particularly with respect to cultural similarities and mutual contributions. The specifics of controlling a poem are secondary and can best

be done, it is thought, after the student is led to finding the relevency between poetry and himself. An isolation of terms may well impose and isolation from the poetry itself!

OBJECTIVES

To become aware of poetry as an expression of an attitude, experience, or emotion had by the poet sufficiently for the student to be able to express this intent either orally or in writing.

To allow the student to come in contact with poetry material with which he can personally identify.

To reinforce a sense of ethnic pride by providing material to which his culture has contributed.

To provide a combination of art media which reflect an ethnic background and which are compatible with each other.

To allow students the opportunity to view their own cultural group, each other's cultural groups, and other cultural groups as contributors to poetry, and to thereby point out a oneness of thought and feeling, in addition to a distinct flavor in expression.

To allow students the opportunity to share feelings, attitudes, and experiences

To recognize music and poetry as being compatible expressions of each individual.

To recognize language as a means to stirring one's imagination; one's senses; one's memories.

To provide a stimulus for the desire to memorize poetry.

To provide opportunity and encouragement for individual attempts at writing poetry.

To explore and discuss the attitudes and opinions of the poets and each other as prompted by specific poems.

To stimulate personal philosophies as may be evidenced through discussion and written work, or which may be observed by participation and attitude

To encourage students to share (via discussion or creative endeavors) their backgrounds and talents.

To promote a useful image regarding the purpose of poetry as a contributor or the pleasures of the reader of poetry.

To provide opportunity for the oral reading of poetry.

To compare cultural poetry forms - ie. the epic poem, the corrido., and whatever may be the counterpart to the Indian student

To practice the writing and presentation of choral poetry, original or other, as a spoken blend of music and poetry.

To provide opportunities to visit and see, hear, reflect on, etc , the sensual beauties both in one's own culture and in those of another.

To view <u>all</u> things, regardless of size and obious value, as being worthy of note.

To be familiar with, and to be able to recognize and liable, specific art forms; particularly in poetry, but also to respect the correlation of such terms as abstract, impressionistic, etc., in another art medium as well

To be able to discuss, orally and/or in writing, why one form may lend itself better than another to a particular poem.

To reaffirm poetry as a masculine art, which requires great skill, self-discipline, and emotional strength.

To clarify an ethnical place in the field of poetry.

To stimulate discussion as to the universality of the messages to be gained from poetry.

To reveal, from the discussion of poetry which may be read both in common and individually, the reflections of a people represented by the philosophy of a poet.

To provide time and place which are appropriate for self-contemplation and expression.

To provide opportunity and an atmosophere for students to question themselves and each other, openly, about attitudes, thoughts, and backgrounds which may have come to light through the various poems, in a sensitive, sincere, and non-critical manner.

To be able to site, liable as to poetic term, and evaluate, various types of imagery.

To provide an opportunity to listen to writers who represent specific ethnical backgrounds and who will discuss their writings in relation to these backgrounds.

To provide the opportunity to produce an original work which in theme, attitude, topic, historical fact, etc., is a reflection of one's own ethnical background

To provide an opportunity for each student to hear his own voice and poetic interpretation on tape.

To allow time for critical evaluation, positive and negative, of his reading abilities.

To provide a variety of activities to bring the student to poetry and what might be done with poetry on a personal level.

To expose the student to a variety of approaches to poetry.

To practice, orally and/or in writing, the matching or comparing of experiences which the student and poet may have had in common, and which, hopefully, will assure the reader that the poet writes to include, and not to exclude, him.

To discuss the problems found in literature which may be shared by the student in order that one may be assured "No Man Is An Island" and none is alone in the exclusive right to a problem.

Activities

1. Teacher reads a carefully selected, well prepared variety of poems

2. Students recite, voluntarily, from memory, a favorite poem or part of a poem.

3. Students, with cameras that may be available, take a field trip though the locale (preferably by bus in order to cover more area) making unscheduled stops for inspirational picture-taking. This is to enforce the idea of imagery and can be used in other classroom activities after the developing. (it is hoped that developing may be done in the school darkroom by knowledgeable students).

4. Field trips to a variety of cultural spots such as Pena Blanca, Algodones, San Felipe, Cochiti, Cochiti Dam, Placitas, Coronado Monument; a picturesque spot along the Rio Grande; if possible, even

going as far as the burial grounds in Onate. Time will be taken along the trip to sit in quiet contemplation (individually, pairs, small groups), and jot down one's thoughts as inspired by these sights (sounds, odors, etc.).

5. The making of three-D metaphors which may be culturally oriented: "he's a stone face"; "he's a wetback"; "he's a lazy bone": "he's a card"; "he's a paleface"; "he speaks with forked tongue": "he's a redskin", etc.

6. Metaphorical drawings for display.

7. Student-prepared lists of images (similies), which may be illustrated; again with a cultural focus: "he has an eye like a hawk" ; "as fast as a bullet"; "runs like a deer"; "sharp as a tack"; "keen as a fox": "swift as an arrow"; "colorful as a headdress"; "as square as the Four Corners"; "as cocky as Coronado"; "as dry as the Staked Plains of Texas"; "as ornery as any Apache"; "as wandering as a Navajo": "as steady as a sandpainter"; "as golden as Eldorado"; "as promising as the largest cross"; "legs as fast as pistons on a train"..

8. Describing colorful images from field trip snapshots taken locally.

9. Writing local folk legends or tales in the form of corridos.

10. Listening to live performances of folk music (poetry put to music), alivados, etc. Spanish; Mexican; New Mexican; Indian; Anglo.

11. Each student displays objects which represent his culture Objects are to be described by the students in terms of the five senses in as much specifically as he capable. Such items as clothing, tools (artifacts), foods, music, etc., may be contributed

12. From a personally selected poem with which the student identifies, a second writing of his own, in poetry or prose form, is done in which he extends, compares, or contrasts his association with the poem
    .. Ex. "Primer Lesson" by Carl Sandburg
    "Look out how you use proud words. ."
    Student may recall a personal experience in which he said something which he was to regret.
    .. Ex. "Mother To Son" by Langston Hughes (a Negro poet)
    "Life for me ain't been no crystal stair. . ."
    Student may write of a time when everything seemed to be going wrong for him and/or his family; when progress seemed to be a myth.

13. Poetry Contest-spelling bee fashion students response to three or four lines of a poem used in class by giving title and author

14. Students write thoughts and images which come to mi nd as they are provoked by carefully selected music without lyrics included. Music may be ethnical in nature. Such an acitivity may be done both at the beginning and ending of the unit and responses compared if sufficient time is allowed in the unit for attitudinal effects to have taken place

15. Panel discussion on such topics as:
    a. "The Role of Poetry In The Life of a People"
    b. "What is Poetry?"
    c. "What One Can Learn About a People From Their Poetry"
    d. "How to Enjoy a Poem"
    e. "How to Compose a Poem"
    f. "A Poem is an Attitude or an Experience"
    g. "The Poet Speaks for His People"
    h. "The Poet is a Painter"
    i. "The Poet is a Musician"

16. A day of student-selected musical (instrumentals) pieces played as accompaniment to a specific poem.

17. An art, music, poetry correlated school program. Either student-writt e n or professional poetry (or both) may be used, to be presented with art and musical selections chosen for their compatibility

18. Discussion of the Haiku, a Japanese poetry form, as a reflection of the Japanese people, and a class attempt to adapt the form to a personal background.

19. A day of Negro poetry as a reflection of the Negro people, and class discussion steered to revolve such a reflection. (ethnical music may accompany discussions and poetry to highlight this understanding and appreciation

20. Listen to recordings of poetry with an ethnic definiteness

21. A personally collected annotat ed list of ethnic poetry, including such information as:
    a. Author (whenever possible)
    b. Title
    c. Comment regarding the attitude, experience, or emotion found in the poem
    d. Personal reaction to the poem
    e. Copy of at least a portion of the poem

22. Dittoes anthology of teacher-selected poetry for which a class activity similar to the above, will be conducted. Some of these which may be particularly liked by a student may be incorporated into his individually annotated listing.

23. Unit prefaced by an autobiography of no particular length, designed primarily as an attitudinal indication for the teacher, though this will not be mentioned at the time of assignment. Things that might be helpful: closest friends; future interests, vocationally and for living and pleasure purposes; favorite foods; favorite books, music, television programs, movies, etc.; traveling done; involvement in such issures as: politics, religious controversies, war, racism, welfare, pollution, population control, etc.; attitudes about personal qualities which he admires and/or would like to reflect; things about which he may have a personal concern; death; war; education

24. Attempt to correlate an epic type poem of a specific background as a choral poem to be done by the class

25. Students tape record practiced readings of their favorite poem or poems.

26. Student - made posters to illustrate their favorite poem pertinent to their culture. To include the poem which may include a version in a native tongue as well as a freely done translation

27. Discuss mood from abstract paintings, instrumental recordings: pictures of country scenes: city streets; crowds; single portraits Describe problems which may be inherent; feelings; changes that may possibly occur with in a minute, an hour, a day, a season, etc In other words, promote a sensitivity to these things by having each student react to and project into these illustrations.

28. Student-prepared television, radio, or play script, of a documentary nature, highlighting an ethnical group, to include samples of the art, music, and poetry as comprehensively as possible.

29. Assume the role of a personified object removed to a past time in one's own background. Write a first-person narrative of the thoughts of that object. (Use "Learning By Doing" by Howard Memerov as an example of the idea).

30. Visitations by knowledgeable persons who can discuss poetry as a reflection of a specific ethnical background.

MATERIALS

1. COLLECTIONS OF BOOKS FROM WHICH SPECIFIC POEMS ARE SUGGESTED
   A. Ciardi, John. "Poetry", LITERARY CAVALCADE, Vol 21 October, 1968, p. 14

1. "Stone Steps"
2. "To No End Ever"

B. Ferlinghetti, Lawrence. "Poetry", LITERARY CAVALCADE Vol. 22, October, 1969, p. 15
1. 1
2. 6
3. 14

C. "From the Past, the Eloquence of Black Voices". LIFE, Vol. 65 December 13, 1968, pp. 90B-98.
1. p. 90B "Heritage" by Countee Cullen
2. p. 90B "We wear the Mask" by Laurence Dunbar
3. p. 90B "The Negro Speaks of Rivers" by Langston Hughes
4. p. 92 "Incident" by Countee Cullen
5. p. 94 "Tired" by Fenton Johnson
6. p. 95 "No Images" by Waring Curey
7. p. 95 "I, Too" by langston Hughes
8. p. 96 "If We Must Die" by Claude McKay
9. p. 98 "Note on Commercial Theatre" by Langston Hughes

D. HIGH SCHOOL CREATIVE WRITING AWARDS. Vol. 8, Spring, 1969
1. p. 13. "An Indian" by Joy Johnson
2. p. 19 "Poem" by Alma Salas
3. p. 21 "Crucifixion" by Raymond Fenally

E. Hood, Thomas. "Poetry", LITERARY CAVALCADE, Vol. 21 December 1969, p. 10
1. "A Parental Ode to my Son, Aged three Years and Five Months"
2. "I Remember"

F. McKuen, Rod. "Poetry", LITERARY CAVALCADE. Vol. 21 April, 1969, p. 15

G. Meschery, Tom. "Poetry", LITERARY CAVALCADE, Vol 21 March, 1969, pp. 13-15
1. "After the Game"
2. "The Last Poem"
3. "To Bill Russell"
4. "Question"
5. "To a Boyhood Friend"
6. "The Market Place"
7. "Youth"
8. "To Will Chamberlaind"
9. "Africa"

H. "Of Native Heritage, a Selection of Indian Poetry" LITERARY CAVALCADE, Vol. 22, November, 1969, pp. 12-14
   1. "Death Takes Only a Minute" by Agnes Pratt
   2. "The New Direction" by Barney Mitchell
   3. "Battle Won Is Lost" by Phil George
   4. "Window Rock, Ten O'Clock" by A. B. Mitchell
   5. "August 24, 1963 - 1:00 A.M. --"Omaha" by Donna Whitewing
   6. "Empathy" by Agnes Pratt
   7. "The Path I Must Travel" by Barney Mitchell
   8. "Tumble Weed" by Ramona Garden
   9. "The Four Directions" by Barney Mitchell

I. Squire, James R. A COLLECTION OF PROSE AND POETRY ON THE THEME OF SURVIVAL, (New York: Scholastic Book Services), 1962, 481 pp.
   1. "The Heroes" by Louis Simpson
   2. "Summer Holiday" by Robinson Jeffers
   3. "Four Little Foxes" by Lew Sarett
   4. "To the Stonecutters" by Robinson Jeffers
   5. "Ozymandias" by Percy Bysche Schelley
   6. "Fire and Ice" by Robert Frost

J. Zweigler, Jay MAN IN THE POETIC MODE, (Evanston, Illinois, McDougal, Littell and Company, 1970, 120 pp.
   1. p. 5. "Reading a Poem by Walt Whitman, I Discover We Are Surrounded by Companions" by Lou Lipsitz
   2. p. 9 "Freedom" by William Stafford
   3. p. 10 "You Tell Me to Sit Quiet" by A. C. Jordan
   4. p. 14 "Prayer Before Birth" by Louis MacNeice
   5. p. 16 "The Ball Poem" by John Berryman
   6. p. 17 "Memoranda" by William Dickey
   7. p. 27 "The Tree Is Father to the Man" by Lou Lipsitz
   8. p. 29 "The Eyes Deceit" by Jorge Guillen
   9. p. 34 "The Explorer" by Gwendolyn Brooks
   10. p. 36 "Need" by Babette Deutsch
   11. p. 43 "Love Comes Quietly" by Robert Creeley
   12. p. 44 "Warning" by Alice Walker
   13. p. 45 "Do Not Go" by Anonymous; translated from the Sanskrit
   14. p. 48 "The Treasure of the Haunted Rambler" by John Sladeck
   15. p. 50 "Lot's Wife" by Anna Aklmatova translated from the Russian
   16. p. 52 Lines on a Young Lady's Photograph Album" by Phillip Larken
   17. p. 54 "Evening Departure" by John Knoepfle
   18. p. 57 "As Best She Could" by Donald Jones
   19. p. 58 "Dirge" by Kenneth Fearing
   20. p. 64 "A Special Case" by Donald Jones

21. p. 68 "The Days" by Donald Hall
22. p. 70 "Waiting" by Robert Creeley
23. p. 80 "Decor" by John Updike
24. p. 81 "House Hunting" by David Wagoner
25. p. 90 "Your Attention Please" by Peter Porter
26. p. 80 "Public Bar TV" by Ted Hughes
27. p. 92 "Speaking: the Hero" by Felix Pollak
28. p. 99 "The Fox" by Kenneth Patchen
29. p. 100 "Learning by Doing" by Howard Nemerov

MISCELLANEOUS POETRY SELECTIONS

1.	Pied Beauty	Gerard Manley Hopkins
2.	Miracles	Walt Whitman
3.	Spanish Johnny	Willa Cather
4.	In Chains	William Carlos Williams
5.	I'm Nobody, Who Are You	Emily Dickinson
6.	I Meant To Do My Work Today	Robert LaGallienne
7.	God's World	Edna St. Vincent Millay
8.	Mr. Flood's Party	Edwin Arlington Robinson
9.	Richard Cory	Edwin Arlington Robinson
10.	Annabel Lee	Edgar Allen Poe
11.	Miniver Cheevy	Edwin Arlington Robinson
12.	No Man Is an Island	John Donne
13.	Little Black Boy	William Blake
14.	Ballad of Father Giligan	W. B. Yeats
15.	Mending Wall	Robert Frost
16.	Witch of Coos	Robert Frost
17.	Death of a Hired Man	Robert Frost
18.	Road Not Taken	Robert Frost
19.	If	Rudyard Kipling
20.	To Fight Aloud Is Very Brave	Emily Dickinson
21.	Tomorrow	John Masefield
22.	On His Blindness	John Milton
23.	How Do I Love Thee	Eliz. Barrett Browning
24.	Cremation of Sam McGee	Service, Robert
25.	Do Not Go Gentle Into That Good Night	Dylan Thomas
26.	Fog	Carl Sandburg
27.	Stopping by Woods	Robert Frost
28.	Night Clouds	Amy Lowell
29.	One Night	Juan Ramon Jimenez
30.	Birches	Robert Frost
31.	The Runaway	Robert Frost
32.	Hiawatha	Henry Wadsworth Longfellow
33.	The World Is Too Much With Us	William Wordsworth

34.	The Song of the Shirt	Thomas Hood
35.	Boy With His Hair Cut Short	Murial Rukeyser
36.	A Lone Striker	Robert Frost
37.	From the Dark Tower	Countee Cullen
38.	Auto Wreck	Karl Shapiro
39.	The Man He Killed	Thomas Hardy
40.	Next to of Course God	E. E. Cummings
41.	The Blind Men and the Elephant	John Godfrey Saxe
42.	Look to This Day	Anonymous, translated from the Sanskrit
43.	The First Lesson	Phyllis McGinley
44.	To an Athlete Dying Young	A. E. Houseman
45.	The Modern Hiawatha	George A. Strong
46.	Mother to Son	Langston Hughes
47.	Primer Lesson	Carl Sandburg
48.	Casey at the Bst	Ernest Lawrence Thayer
49.	Little Orphan Annie	James Whitcomb Riley
50.	Da Leetla Boy	Thomas A. Daly
51.	Mia Carlotta	Thomas A. Daly
52.	I Saw a Man	Stephen Crane
53.	Face Upon the Floor	Robert Service
54.	The Spell of the Yukon	Robert Service
55.	The Creation	
56.	Liars	Carl Sandburg
57.	Mirror	John Updike
58.	Phizzog	Carl Sandburg

SUGGESTED SOURCES FOR CONSULTATION

BOOK OF ART MASTERPIECES

Chavez, Virginia, POETRY IN THE CLASSROOM, mimeographed unit, 1967, 20 pp.

Creative Writing Class of B. J. H. S. SELECTIONS DONE TO THE MUSICAL BACKGROUND OF CHAIKOVSKY'S CARPRICION ITALIEN, mimeographed student writings, 1967, 3 pp.

Educational Audio Visual, In., FORMS OF POETRY. (Pleasantville. New York: E.A.V. Inc.), 1961, 17 pp.

Gibran, Kahlil. THE PROPHET

Summerfield, Georffrey, VOICES, AN ANTHOLOGY OF POEMS AND PICTURES, THE THIRD BOOK, TEACHER'S MANUAL (New York: Rand McNally and Company), 1969, 81 pp.

RECORDINGS (a sampling of suggested)

1. MUSICAL

El Testamento - Folk Songs of Northern New Mexican and Southern Colorado

Capricio Italien - Chailovsky

Paintings at an Exhibition - Mussorgsky

Pines and Fountains of Rome - Raspighi

The Earth - Rod McKuen

The Sea - Rod McKuen

The Sky - Rod McKuen

Music of the Peoples of the World - 10 volumes
(a sampling of ethnic music from all different countries)

Recordings of Voices of the South - (Negro Spirituals)

Misa Luba - (an African Mass)

Manitas de Plata (Silver Hands) - Spanish Flamenco

Fiddler on the Roof - a Braodway musical based on the Hebrew background

Man of La Mancha - Broadway musical based on the Spanish novel, DON QUIXOTE, by Cervantes

Music by Carlos Chavez - Mexican

Cleofis Vigil - Sings Alivados

II. SPOKEN

Forms of Poetry
The Fund Makers
The Heroic Soul
An Interview with James Baldwin (Negro American author)
Robert Frost
Prose and Poetry for Appreciation

*Individual students will also contribute materials and will be encouraged to include as much materials (music, poetry, art) from their own backgrounds as possible.

-30-

ART (a sampling of suggested)

Picasso	-	Spanish	Paintings-particularly from the abstracts and surrealistic selecti
	EXAMPLES:		1. "The Three Musicians" 2. "Ladies of Avignon" 3. "Guernica"
Goya	-	Spanish	Paintings
Rivera, Diego	-	Mexican	Paintings
Orozco	-	Mexican	Paintings
Sequieros	-	Mexican	Paintings
Hurd, Peter	-	New Mex.	Paintings
Maria	-	Indian	Pottery
De Grazia	-	Spanish	Paintings
Sandoval	-	Spanish	Wood Carvings

EVALUATION METHODS AND SUGGESTIONS

1. Poetry annotation lists
2. Original poetry
3. Discussion participation
4. Essays (autobiographies and other)
5. Voluntary poetry recitations
6. Student-made tapes
7. Teacher observation
8. Projects
9. Epic poems; corridos; Indian legends written by the students. th o ugh not necessarily original, in poetry form
10. Panel discussions
11. Posters
12. Group-constructed play scripts and/or choral poems

*Local Jewelry makers and drum makers who may be willing to come to the classroom and display their work or perhaps demonstrate some of their art and skills for the class

BIOLOGY

UNIT 1 Classification of the flowering plants

"A primrose by the river's brim,
A yellow primrose was to him,
And it was nothing more."

Woodsworth

THE BOTANIST

A primrose by the river's brim,
A dicotyledonous angiosperm is to him,
And it is much, much more.
Its stem, he'll tell you is always herbaceous
While the stem of a tree is often crustaceious;
The inflorescence is purely apigunous
Though a few taxonomists pronounce it perigynous:
The calyx is green, the corolla magenta;
The ovary, of course, of parietal placenta:
The leaves are green because of their chlorophyll,
And sclariform vessels abound in the sporophyll.
Oh, woe to the primrose--to me, and to you,
For the worst of it is--it's nearly all true.

Charlotte Champevois
An. Bot. Jan. 31

I. OBJECTIVES:

1. Given a key to the families of plants and 10 specmens (stems with leaves and flowers) of several kinds of angiosperms, the student will show how structural characteristics may be used in grouping angiosperms at the family level. This is to be done by determining the family to which each of the specimen given to him belong.

2. By following the key the student will determine whether each specimen is a monocot or dicot, and whether it has a superior or an inferior ovary.

3. Given a diagram of a flower, the student will label the parts accurately and state the function of each part.

4. The student will explain, by giving, examples in essay form, and by discussion how diversity in flower structure is related to the way a flower functions.

5. The student will discuss orally and in writing, the characteristics of a flower that leads him to believe that it is probably pollinated by the wind.

6. After seeing a filmstrip relating to dispersal of seeds, the student will list and discuss the structural characteristics of fruits that are adaptations for the dispersal of seeds.

7. The student will compare the differences between dictoyledonous and monocotyledonous plants as far as flower plan, cross dection of stem, leaf venation and cotyledous are concerned. This is to be done by drawing in the differences in a chart which will be provided.

8. Following instructions and demonstration given by the teacher, and using material provided the student will make a plant press.

9. The student will gather specimens of flowering plants found in the school and or community environment and place them properly in his plant press.

10. Following directions and demonstration given by the teacher, the student will mount at least 15 dried plant specimens on sheets of heavy white paper.

11. The student will label each mounted specimens accurately as far as: kingdom, phylum, class, family and common name. To do this he will use a key provided for him as well as botany texts.

12 The student will indicate on the label the common name of each specimen in English, and those that know the Spanish or Indian common name will write this in.

13. The student will give an oral report before the class for about 1 or 2 minutes on each of 10 of his specimens. If he knows the Spanish or Indian common name of any of his specimens, he will show, by group drill how to pronounce the name. The report should also include such information such as where the plant is usually found, special requirements for growth, peculiar characteristics and classification.

14. Utilizing biology and botany texts books and encyclopedias, the student will complete a prepared list of statements concerning sexual reproduction of plants. He should complete at least 75% of the statements.

15. Using biology texts, the student will complete statements provided for him in a mimeograph paper regarding "how sicentist identify plants."

16. The students will learn to pronounce, define and spell correctly the new words in this unit.

II. MATERIALS

A Prepared material such as charts, diagrams, keys, etc
B. Encyclopedias and dictionaries
C. Materials needed for labs (which are listed under each lab activity)
D. Filmstrip and record
E. Filmstrip projector, screen and record player
F. Books
   1. Biology texts
   2 Botany books:
      a Flowers of the Southwest Mountains.
      b. Flowers of the Southwest Mesas
      c Flowers of the Southwest Deserts
      d Native Vegetation in the Southwestern region U. S Department of Agriculture, etc

III. ACTIVITIES

A. Diversity Among Angiospers (Obj. 1 & 2)
   1. Materials
      a. Specimens (stems with flowers and leaves) of angiosperm plants.
      b. Dissecting needles, 2 per student.
      c. Hand lenses, 1 per student
      d. Data Book
      e. Copy of key

B. Procedure:
Each student will be provided with specimens (stems with flowers and leaves) of several kinds of angiosperms. He is to select one, and begin by determining whether it is a monocot or a dicot. To do this he is to use the chart on his lab manual. Next, he will determine whether the ovary of his specimen is superior of inferior. The path is then followed to the next set of characteristics. This process is to be continued until the name of the plant family is found

DICOTYLEDONS
Flower parts in fours or fives (or multiples of those numbers); leaves mostly net-veined

- ovary superior
  - More than one pistil
    - Stamens and petals apprently on calyx — Rose Family
    - Stamens and petals on receptacle
      - Petals united
        - Flowers regular — Phlox Family
        - Flowers irregular — Figwort Family
      - Petals separate
        - Leaves without stipules — Petals four — Mustard Family
        - Leaves with stipules
          - Flowers regular
            - Fresh fleshy — Rose Family
            - Fruit a pod — Legume Family
          - Flowers irregular — Parsley Family
  - one pistil
- ovary inferior
  - Petals separate
    - Stamens ten to many: flowers not in unbels or in heads — Rose Family
    - Stamens ten to many: flowers not in umbels or in heads — Sunflower Family
  - petals united
    - Flowers in dense heads: plants herbaceous — Honeysuckle Family
    - Flowers not in heads plants woody

MONOCOTYLEDONS
flower parts in threes (or multiples or three); leaves mostly parallel-veined

- Ovary Inferior
  - Stamens three or less
    - Stamens one or two — Orchid Family
    - Stamens three — Iris Family
  - Stamens six — Amaryllis Family
- Ovary Superior
  - Petals absent; plant grasslike
    - Stems triangular in cross section, solid: leaves three-ranked (in three rows on stem) — Sedge Family
    - Stems round in cross section hollow: leaves two-ranked (in two rows on stem) — Grass Family
  - Petals present; plants usually not grasslike
    - one pistil
      - leaves without sheaths, petals and sepals similiar in color — Lily Family
      - Leaves with sheaths, petals and sepals unlike in color — ? Family
    - more than one pistil — Water Plantain Family

The number of the specimen and the name of its family is to be recorded in the data book and the whole process repeated for each specimen.

B. Labeling the Parts of a flower

OBJECTIVE: Given a diagram of a flower, the student will label the parts and state the function of each part.

MATERIALS:

Botany text
Diagram
Pencil and paper

PROCEDURES:

Each student will be given a diagram of a flower The student will label the parts of the flower and explain the function of each part.

C Assignment and Discussion

OBJECTIVE:

The student will explain, by giving examples in essay form and by discussing

1. how diversity in flower structure is related to the way a flower functions
2. The characteristics of a flower that enables it to be pollinated by the wind

MATERIALS:

1. Encyclopedia
2. Botany Text
3. Paper and Pencil

PROCEDURE:

An assignment will be given by which students will write a paper on diversity of flower structure. Encyclopedias, text, etc. will be provided in the classroom so that students will do the required research. After this paper is written a discussion will be held so that each student may share his findings with the other class members.

D. Filmstrip (Obj. 6)

PROCEDURE:

A filmstrip will be shown on the structural characteristics of fruits that are adaptations for seed dispersal.

After the filmstrip is shown the students will list the characteristics that are used by fruits in seed dispersal. Next, the class will be seated in a circle and a discussion held over the material presented in the filmstrip.

E. Comparison of Monocots and Dicots (Obj. 7)

MATERIALS:

1. Chart
2. Textbooks

PROCEDURE:

Each student will be given a chart in which he will draw in the proper space, the differences in structure between a monocot and a dicot plant.

The student will not have the pictures. He will draw them himself

COMPARISON OF MONOCOTS AND DICOTS

	MONOCCT	DICOT
COTYLEDONS		
LEAF VENATION		
CROSS SECTION OF STEM		
FLOWER PLAN		

F. Making a Plant Press

MATERIALS:

1. Corrugated cardboard
2. Blotters
3. Newspaper
4. Frames of wood, veneer-board
5. Strap, rope

PROCEDURE:

Each student will make a plant press. The teacher will demonstrate how to make one before the class and give the following instructions.

Cut corrugated cardboard, blotters, newspaper, and peg-board 12" or 13" x 18". The plants will be laid between sheets of newspaper, or plain inner sheets of similiar quality which are alternated between driers of heavy absorbent blotting paper separated by corrugated cardboard. This is strapped tightly between slated frames of wood, thin veneer board, or strong cast aluminum strapped together tightly Drying is obtained chiefly by transfer of moisture from the into the blotters. To get good contacts and prevent wrinkling the press should be strapped as tightly as possible, without crushing the plant tissue.

To prevent discoloration and molding, the driers and newspapers must be changed daily. The number and frequency of changes will depend on the character of the plants and the dryness of the climate. Changing everyday or two and then 2 or 3 more times at longer intervals is a good rule.

G. Fieldtrips

OBJECTIVES:

The student will gather specimens of flowering plants found in the school and for community environment and place them properly in his plant press.

MATERIALS:

1. plastic bags .
2. rubber bands

PROCEDURE:

Field tri ps will be taken to three different places in the community for the purpose of collecting flowering plants. These plants are to be placed in plastic bags, to keep them from drying and seal with rubber bands. The plants will be brought to the classroom and immediately placed on the plant press.

Fieldtrips should be taken to different areas in the community

so that we may get plants that are representation of different habitials.

H. Mounting (objective 10)

MATERIALS:

1. Sheets of heavy white paper
2. Glue, gummed cloth strips

PROCEDURE:

When the plants are dry, the teacher will demonstrate and explain the proper way of mounting plants.

Each student will mount the plants on sheets of heavy white paper to support them in handling. The plants are fastened to the sheets by glue or gummed cloth strips or both. The amateur should mount only one plant on a sheet no matter how small it is or how many, presumably of the same species, are to be mounted. The label is preferably attached to the lower right hand corner. It is a great mistake to mount plants on paper of a quality that will become yellow or brittle with age.

I. Labeling plants (objectives 11, 12)

MATERIALS:

1. labels
2. botany texts
3. key to plant classification
4. mounted specimens

PROCEDURE:

Each student is to make his labels. The labels are to be written with dark ink and the following information given: Kingdom, phylum, class and common name.

To determine the first three classifications a key will be used and the same procedure as outlined on Act. 1: Diversity among Angiospers, is to be followed.

The common name is to be given in Spanish, English or Indian It is encouraged that the student use the Spanish and Indian name as well as the English.

DATE NAME SECTION

ACTIVITY K

Problem: How do plants reproduce sexually?

Materials: Biology and botany texts, encyclopedias.

Procedure: On the reverse side of this page or on a separate sheet of paper complete the following:

Observations:

1. The organ of reproduction of most plants is the . . .
2. Fertilization is the process where. . .
3. A zygote is. . .
4. A fruit is. . .
5. A seed is. . .
6. The stamen is. . .
7. The function of the anther is to. . . It is the. . . part of the. . .
8. The anther is supported by the. . .
9. The ovary produces. . .
10. An ovule is. . .
11. The pistil is. . .
12. The function of the stigma is to. . .
13. A pollen tube is. . .
14. Most plants are (monosexual, bisexual).
15. The American holly is (monosexual, bisexual)
16. A monosexual plant may be called a. . . plant, if male, or a . . plant, if female.
17. A tulip is (monosexual, bisexual)
18. The two chief methods of pollen transfer are by. . . and. . .
19. Pollination means . . .
20. Cross pollination means. . .
21. Self-pollination means. . .

Conclusions:

The _____ is the organ of sexual reproduction in most plants. In this process _____ from the _____ of the stamen is transferred by _____ or _____ to the _____ of the pistil. Here the pollen makes a _____ that goes down the style of the pistil to the _____ which makes the plant's eggs, called _____. A fertilized egg becomes a _____. When the ovules are fertilized, the ovary becomes ripened and changes to a _____. This is eaten by animals and the _____ become dispersed by _____, _____, or _____ in some way, so the plant's _____ is completed with the development of new plants.

DATE NAME SECTION

ACTIVITY L

Problem: How do scientists identify new plants?

Materials: Biology texts

Procedure: Using biology texts, complete the statements. Complete your work on the back of this sheet or on a separate sheet of paper.

Observations:

1. Taxonomy is the science of...
2. Kingdom is the...
3. Phylum is the...
4. Class is the...
5. Order is the...
6. Family is the...
7. Genus corresponds to...
8. Species corresponds to...
9. Nomenclature means...
10. Binomial nomenclature means ...
11. Organisms are classified on the basis of...
12. Modern suggested basic categories of organisms are...

Conclusions:

The science of biological classification is called _____. This system is called the _____ system because it is based upon _____ names for the species. The _____ and _____ are the lowest groups. After these, the next largest group is the _____, then the _____, the _____, _____, and the largest of all, the _____. Taxonomy is based upon words from the _____ and _____ languages. Such a system is necessary so that discoveries of new plant can be _____. Modern taxonomy suggests _____ basic categories: _____, _____, _____, and _____ each roughly equivalent to a kingdom

J. Reports (Objectives 13)

Each student will select 10 of his mounted speci mens and give a 1 or 2 minute oral report before the cl: ss on each of these ten. He should give the phylum, class, order and common name of each specimen. If the common name is given in Spanish or Indian, he will lead the class in a pronounciation drill to teach us how to say the name properly. Other interesting information on a plant should be given such as peculiar characteristics, where plant is usually found, conditions needed for growth, uses, etc.

K. Text

Test will be given at the conclusion of the unit on material presented during the unit. Some plant speci mens will also be passed out as part of the text and the students will be rquired to find the family to which they belong. Questions on making plant pres ses, mounting, labeling, parts of a flower, characteristics of flowering plants, etc. will also be asked.

L. Pronounciation drills

New words will be written on the blackboard and a pronounciation drill held.

M. Spelling & Definition of new words

Students will be assigned to look up the definition of new words and to learn their spelling.

IV. Evaluations

A. The students will be evaluated by their performance in the lab in the following ways:
   1. Following the key to the plant familiar
   2. Following directions in making a plant press and placing specimens in it.
   3. Mounting and labeling angiosperms accurately.

B. Each of the specimens dried mounted & labeled will be evaluated to see whether the procedure outlined was followed and to see whether it is classified correctly.

C. Evaluating papers which will be assigned throughout the unit.

D. Evaluation will be made on the students participation on discussion that will be held throughout.

E. Students will be evaluated on their oral reports as far as informa tion given and delivery.

F. Evaluation will be made on charts or diagrams (labeling flower parts, comparison of dicots and moncots, etc.

G. Test will be held over the whole unit. Including a spelling and definition test over new words.

BIOLOGY

UNIT: Uses of Flowering Plants

I. OBJECTIVES:

1. The student will become acquainted with the scientific method by conducting an experiment on the germination of seeds to test two hypothesis:
    a. Moisture applied to seeds before planting influences their germination
    b. The length of time required for germination varies with different kinds of seeds.

2. After the experiment on seed germination is completed, the student will submit a report of his finding. The report will have the following information:
    a. Problem
    b. Materials
    c. Procedure
    d. Results, using charts and graphs
    e. Conclusion

3. The student will make a drawing of a dicot and monocot seed, label the parts and state the function of each part.

4. The student will write a paper and then discuss the different kinds of seeds, stems, roots and leaves that are used as food by the different cultural groups and how to prepare these vegetables

5. Students will make a chart of different seeds by taping the seeds to a piece of tagboard, naming the seeds using English and either Spanish or Indian names if these are known.

6. Students will go on fieldtrips for the purpose of collecting seeds, leaves, and herbs.

7. The student will discuss how Indians, Spanish--Americans and Anglos use seeds, flowers and other parts of angiosperms as decorations.

8. Following directions given by an Indian student, the student will dye seeds and make a necklace.

9. The student will explain in writing how Indians use corn in their ceremonial dances, after listening to an Indian guest speaker.

10. The student will write a report, deliver it orally, and discuss some of the herbs that are used as medicine by the Spanish, Anglo and Indians.

11. The student will bring samples of medicinal plants that are found in this area and make a collection with his classmates in which the plants are named (using the English and Indian or Spanish name) and its uses listed.

12. The students will conduct an experiment designed to provide evidence that can be used in answering the following questions: To what extent is the growth of a plant affected by the loss of photosynthetic function in its leaves.

13. The student will use the chemical formula for photosynthesis to show what elements are needed for this reaction. what the end products are, catalysts and the process involved

14. The student will compare the structure of different leaves, as far as leaf venation and number & position of leaflets are concerned, by drawing different leaves that he brings to class

15. The student will draw a cross section of a stem and a root, by looking at these through the microscope. He will label the parts of each and tell how each part functions.

16. The student will use simple chromatography to separate some of the pigment that occur in leaves.

17. The student will draw a flower, labeling its parts and telling how each part functions.

18. Following directions given, the student will make one leaf skeleton and explain how leaves use their veins.

II. MATERIALS

1. Lab. materials (listed under activity)
2. Lab. Manual
3. Charts, drawings & other prepared materials
4. Life specimens (seeds, leaves, flowers, etc.)
5. Microscope
6. Slides

7. Data book
8. Textbooks, botany books such as:
    a. Herbs, Their Culture and Uses (Macmillan Co. 1942)
    b. Pharmacentical Botany (P. Blakistan's Sons & Co., Inc. 1938)
    c. Encyclopedias

III. ACTIVITIES

A. An experiment: THE GERMINATION OF SEEDS

The underlying purpose of this exercise is to become acquainted with the experimental method. The experiment itself tests two hypothesis:

1. Moisture applied to seeds before planting influences their germination.
2. The length of time required for germination varies with different kinds of seeds.

PROCEDURE:

The procedure and list of materials for this experiment are on pages 409 of the BSCS lab. Manual and are to be followed by the student.

The experiment involves soaking seeds for different lengths of time to determine whether moisture has an effect on germination. The scientific method must be followed and data recorded, graphs & charts made.

B. Lab reports

Laboratory reports are to be turned in for every lab activity. The following format should be followed:

1. Problem
2. Materials
3. Procedure
4. Results (charts, graphs, etc.)
5. Conclusion

C. Drawings

Drawings of seeds, leaves, stems and roots will be made by the student. In some cases the drawing will be done while looking through the microscope at the particular structure. Drawing will also be done while looking at specimens collected for the purpose of study and observation. The drawing should include the label parts of each structure and an explanation of the function of each part.

D. Writing reports

Students will be assigned to write a report on the different kinds of seeds, roots, stems & leaves that are used as food in his culture. He will also tell how these are prepared

E. Discussions

Discussions will be held throughout the unit. In some cases small group discussions will be held in other cases the whole class will meet together to participate in the disc. The sitting arrangements may be in a circle, lines facing each other, etc Some of the topics that will be discussed are:

1. Parts of a plant used as food by the different cultures and the preparation of these foods.

2. The use of plants as decorations by the Indian, Spanish and Anglo.

3. Use of medicinal plants by Spanish, Indian & Anglo Culture.

F. Collections and Charts

Students will make charts of specimens of seeds, leaves and medicinal herbs. The chart on medicinal herbs may be a class project by which each student will contribute herbs to be placed on the chart and list its uses. Each student will make his own chart and list its uses. Each student will make his own chart on seeds and leaves by taping these to a tagboard. These are to be named in English and Spanish or Indian if name is known.

G Fieldtrips

Fieldtrips will be taken to collect seeds, leaves and medicinal herbs. Most of these fieldtrips are to be within walking distance from the school.

H. Demonstration

An Indian student will demonstrate the procedure to be followed in dying seeds and making a necklace. After the demonstration the rest of the students will follow the procedure explained and make a necklace.

I. Guest Speaker

Guest speaker from the communities & pueblos will be invited to speak to the class on different subjects.

1. An Indian will be invited to talk to the class about the use of corn in the Indian ceremonial dances and celebrations.

2. Speakers will also discuss medicinal herbs, etc

Students will be encouraged to ask questions of the speakers

J. Lecture

A 20 minute lecture will be given by the teacher to introduce medicinal herbs. Students will be required to take notes

OUTLINE OF LECTURE

I. Use of plants for medicine by early man
   A. Incas knew theropeutic value of yerba mate, stimulating effect of coca and narcotic value of scopolamine, etc.

   B. North American Indians also found many medicinal uses for plants.

      1. Of 144 drugs used by Indians 59 are still included in modern pharmacopoeia.

II. Spaniards learned uses from Indians and discovered other uses.

   A. Samples of these plants & their uses.

      1. Osha
         Uses: In case of a severe cold the dreid root is ground and powder smoked in a pipe. This treatment will open the confested nasal passages, but it may affect the smoker with dizziness. The root, boiled, strained and drunk as a tea, is also recommended for colds.

For pains in the hands or other parts of the body, such as arthritis, sliver of the Lomatium root is lighted and pressed into the flesh until the spot is burned, or it is tied around the neck to ward off sickness and rattlesnakes. A like method is used with Angelica.

2. Angelica

   Uses: Same as Osha above.

3. Yarrow

   Uses: leaves reported to stop bleeding of wounds and to heal inflamation. Oil, made from the plant stops falling hair.

   The Indians put a handful of the dreid material in a small amount of boiling water and used as a tonic

4. Yerba Santa

   Uses: The leaf of yerba santa is placed on a scabby sore. Sometimes used as a cough syrup.

5. Etc.

III. Modern uses of medicinal plants and their specific uses

   A. Digitolis, Cascara, Quinine, Eucalyptus, Ergot, Lavendula, Strychnine, Hoarhound, etc.

K. Experiments

Experiments will be conducted on photosynthesis. The procedure is outlined on pp. 228-230. of the Student Manual (BSCS Green). The students will follow the procedure, conduct the experiment and submit a lab. report. The same thing will be done for the lab. exercise on the separation of pigments on leaves on pp. 217-220.

M. Review:

Review over all the materials presented will be held. Each student will be asked to write 5 questions. These questins will be asked before the class, to the class members, and they will attempt to answer them. If the naswer is incomplete or incorrect, the student

asking the question will explain the correct answer. Each student gets his turn to ask his questions. The questions are turned in to the teacher, who will use some of the questions on the unit test. If some of the important issues are left out by the students in their question then the teacher will discuss these.

N. Test

A test will be held after the review. The test will also include spelling words and definitions.

O. Making leaf skeletons

Materials:
household lye
water
paint brush
leaves
2 pieces of glass
dye

Procedure
Give the following directions to the student and demonstrate

Boil leaves in 1 pt. of household lye to 3 pts. water for ten minutes. (Teacher should do this) Rinse and float our leaf on a piece of glass. Use ordinary household paint brush to gently brush out the soft parts of the leaf. These leaves only the vein network which carries food and water. Rinse the leaf skeleton in any desired color of dye and blot to dry. Place glass on both sides and tape ends.

Students are to use magnifying lenses to see the structure of the veins.

IV. Evaluations

1. Observing that laboratory procedure is followed in the lab. activities.

2. Evaluating the laboratory reports that are required at the conclusion of each laboratory exercise.

3. Evaluating drawing of plant structures, label etc.

4. Evaluating the information presented in the written reports.

5. Evaluating the students on their participation in the discussion held.

6. Evaluating collections of leaves, seeds and herbs as to the proper labeling, no. of specimens and list of the uses of each specimen.

7. Evaluating the students on following directions, listening to instructions, and other information presented by the teacher, guest speaker, classmates, etc.

8. Tests

MATHEMATICS

I. General Objectives

A. To enable students to use rulers and other materials to measure accurately and to apply this knowledge in their day life (These skills can be used in solving problems encountered by people in every culture and every way of life)

B. To enable students to understand and work problems involving measuring and buying building materials.

C. To develop an awareness in the students of the use of materials of his immediate environment for his own benefit.

UNIT I - MEASUREMENT

I. Specific Objectives

A. In order to learn the divisions of the ruler in metric system, the student will:

1. Measure a desk, the classroom, blackboard and cardboard box and figure the number of square and cubic units.
2. Make a 90^{o} angle in the corner of a house and at home plate on a baseball diamond

$$a^2 \quad a^2 = c^2$$

3. Measure a piece of land, etc.
4. Give an oral report, after doing research and asking parents, grandparents, etc., on old units of measurement (such as "vara" and other Indian and Spanish measurements as well as digit, span and other Engl ish measurements)
5. After visiting a lumber yard the students will discuss the information obtained such as how lumber is sold by board foot or footage, the processing of lumber, etc.
6. Be able to prepare cement for different parts of the house that is to tell the amount of materials needed For example:
   a. Foundation - gray cement at a ratio of 4 parts of gravel-sand to 1 1/2 parts of cement, water as needed
   b. Exterior plaster: gray cement at a ratio of 3:1
   c. Interior plaster: lst coat fiber, 2nd coat unfiber plaster at a ratio of 4 or 5 to one with very fine sand
7. Do curve stitching on hard cardboard
8. Investigate locally the acreage yield of different grains so that the techniques used in this may be used to figure out the yield in their own Pueblo or community

II. Materials

A. Measurement instruments, ruler, yardstick, level, etc.
B. Pieces of lumber
C. Different kinds of cement
D. Cardboard boxes
E. Curve stitching phamphlet by Roger E. Mikeal
F. Book "Mathematical models"
G. AVIS maintenance
H. Business mathematics by Rosenberg-Lewis
I. APS Mathematics Program

III. Activities

A. Do curve stituching
B. Measurement of basevall diamond, room cardboard box, land
C. Oral and written reports
D. Field trips to lumber yard, cement plant farming areas
E. Demonstrations on preparing cement and working out different problems
F. Guest speaker
G. Do research
H. Notetaking

IV. Summary:

This unit will help students to improve and use his immediate environment for his own benefit, whether it is at the Pueblo or any community. The subject matter in Mathematics cannot be changed very much but the basic skill in this area may be used and are essential in every culture. The culturally aware teacher will treat his students as individuals and respect his beliefs and values. Cultural awareness is very essential for the teacher so that she will know what the values, beliefs, life style, etc. of her students are.

Problems for Unit 1 - Measurements

1. To find the area that is the number of square units, multiply length times width. Find the area of a flat surface that measures 18 inches wide by 28 inches long.

2. Find the area of the floor of the classroom whose length is 54 feet and 27 feet wide.

3. The length of the classroom is 54 feet long, 27 feet wide and 10

feet high. If one gallon of wall paint covers 450 square feet, how many gallons will it take to paint the classroom?

4. The formula for board feet is: Bd ft = $\frac{\text{pieces XT}'' \times \text{W}'' \times \text{L}'}{12}$

   a. Find the footage of 45 pc 2" x 8" x 16'.
   b. Find the footage of 260 pc 1" x 3" x 9'.

5. How much would 8 sacks of cement cost at $1.60 per each?

Evaluation:

The student will demonstrate measuri ng accurately to the nearest 1/4 inch and will work at least 75% of the problems correctly. He will also identify correctly at least 90% of the ruler divisions.

UNIT 2: COST OF OPERATING AN AUTOMOBILE

I. Objectives

A. The student will be able to discuss and work problems involving:
   1. Per cent of car depreciation
   2. Car insurance rates and different coverage
   3. Cost of gasoline and figure the number of miles per gallon
   4. Cost of oil lubrication, washing
   5. Cost of repairs and maintenance
   6. Cost of tires-consider sales and best time to buy
   7. State license fees and taxes

B. Students will do research and write a report on car costs This report will be given orally before the class

C. Students spell, pronounce and define accurately the new work in this unit

II. Activities

A. Problem-solving
B. Field trips to repair shops, car lots, etc.
C. Guest speakers
D. Discussion
E. Reports
F. Reading and research

III. Evaluation

The students will be evaluated on the amount and accurate information found on their research. The students will also work accurately at least 70% of the problems assigned involving cost and maintenance of his or his family's car.

UNIT 2 PROBLEMS - COST OF OPERATING A CAR

1. Suppose you buy a car for $2345 and you keep this for 4 years. Then you sell it for $795 (a) How much did the car depreciate in four years? (b) How much was the annual depreciation of your car?

2. Suppose your car is driven 10,000 miles a year. If your car uses one gallon of gasoline to travel 17 miles, how many gallons will it use during the year?

3. If gasoline cost 35¢ per gallon, what if the cost of gasoline for one year for problem 2 above?

4. If you fill up your gas tank once a week and it costs $4.60. what are your gas expenses for one month? For one year?

5. If engine oil costs 65¢ per quart and it takes 4 quarts for an oil change, what will an oil change cost?

6. If you change the oil 3 times a year, what will be the total annual cost of oil?

7. An oil filter costs $3.50. What will be the cost of 3 oil filters

8. If a minor motor tune-up costs $6.45 and a major motor tune-up costs $19.75, what will the total annual cost be if your car needs one of each?

9. Suppose two tires wear out to the point they need to be replaced. If each tire costs $28.75, what will the two tires cost?

10. If the car needs three lubrications a year and each lubrication costs $2.00, what will the annual lubrication cost be?

11. When you bought the car, the license cost $42.00, you paid 1% tax of the cost ($2345.00), two inspection stickers at $1.00 each, what will these items cost you the first year you owned the car.

12. Miscellaneous costs for minor repairs, etc. is estimated at $75

a year. These types of insurances, which are a necessity, cost annually as follows:

1. Liability and medical payment $32.00
2. Comprehensive: Fire, theft, wind, vandalism $35
3. Collision and upset, with $50 deductable $35
4. Uninsured motorist $ 4
5. Emergency road service up $25.00 each use $ 2

If these are the insurance costs for the car owner only, what is the total annual insurance cost?

13. Using the annual cost for each item in problems 1 to 12, what is the total annual cost of operating an automobile?

WORD PROBLEMS IN MATHEMATICS-TAKING THE 3 CULTURES INTO CONSIDERATION

1. If you can sell green chile at 25¢ a pound, how much would you receive for 43 pounds?

2. If a string of red chile sells for $5.75, how much would you receive for 15 strings of red chile?

3. If 7 dozen eggs are sold for $3.50, each dozen is sold for $_____

4. If you sell Indian Blue corn meal at 65¢ a pound, how much would you receive for 13 pounds?

5. Red ground chile sells for $1.65 a pound. If you sell 29 pounds of red ground chile, you will get $_____.

6. White corn meal can be sold for 65¢ a pound. You sell 17 pounds The amount received is $_____

7. You have 23 bushels of wheat. If you sell the wheat at $3.50 a bushel you will get $_____ for the wheat.

8. If the apple crop is good and you expect to have 756 bushels of apples which can be sold for $3.?5 a bushel, what will the income be for this year's apple crop.

9. If the sweet corn crop is fairly good and you expect to raise 129 dozen ears of corn for which the market price is 55¢ a dozen, how much money will you receive?

10. If turquoise costs 94¢ an ounce, how much will 6 pounds cost?

11. If silver costs $3.00 an ounce, how much will 6 pounds cost? Change all pounds to ounces.

12. At the rate of 94¢ an ounce for turquoise, and $3.00 an ounce for silver, how much will the materials cost to make a ring using 1 1/2 ounces turquoise and 2 1/2 lounces of silver? (round off to nearest cent)

INTRODUCTION

"EARLY AMERICAN LITERATURE" & "AMERICAN FOLKLORE"

Of the two units which follow, "Early American Literature" and "American Folklore", although each is separate into itself, each is basically designed for American Literature classes and could easily exchange a number of the suggested activities and materials. The unit which it titled "Early American Literature" leans heavily in the direction of orienting the early American as he was found in New Mexico and/or the Southwest in general before branching into any of the traditional literature.

Frequently a course labeled "American Literature" lops off the period prior to Captain John Smith and Pocohontas as though "Americans" who preceded were either not accountable, and therefore not creditable either, or not truly American. Despite the fact that one now appreciates the humor in acknowledging the persuasive Columbus as the "father of our country", Spanish, Indian, and Anglo younsters - our youngsters - are still expected to respond faithfully with the name of Christopher Columbus when they are introduced to history in elementary school and asked, all too seriously, "who founded America?"

Who founded the Indian?

Each of the units intends to locate each of us as an American; to foster pride in who we are as individuals, in a particularly colorful home setting, which each of us represents - to allow each student to "stand up and be counted"; but, at the same time, to encourage the idea of Americana. Each of us belongs, not despite our differences, but because of the contributions which we can all satisfy our common needs-the needs of human beings-not groups of hyphenated Americans.

With the artifacts, the ingenuity, the creativeness, the talents, and, admittedly, the contriving, of our forefathers, American was nurtured. Be it the first Indian who landed on what became known as American soil, or Coronado who, with the Negro Estevan, experienced the disappointment of not finding "The Seven Cities", or Johnny "Appleseed" Chapman, who may, or may not, have spread the apple, like the stars and stripes, over our heads, each has given us the American we have today.

It is hoped that, through these units, each student may be given the opportunity to raise a personal flag in one hand, and the American flag in the other-high!

In neither case can it be professed that the unit is complete. The listings of possible materials, activities, or available source persons are endless, and the knowledge, creativeness, and source persons known to each teacher must be called upon to implement the suggested offerings. Likewise the amount of time necessary for each unit and the order of the suggestions which are used must be determined by the class and the teacher and their needs.

EARLY AMERICAN LITERATURE

OBJECTIVES:

To render each student capable of speaking and writing about the contributions made both by his own culture and those of other cultures: particularly of the Spanish, Indian, and Anglo cultures.

To give each student the opportunity to boast of his own culture.

To give each student a knowledge of the regional, historical background of our cultures.

To eradicate much the erroneous, misinterpreted and neglected factual, historical information.

To provide occasion for each student to spend time visiting in a home of each of the other two predominant cultures.

To provide opportunities for each student to learn some of the arts and contributions of the cultures directly represented in this area.

To allow opportunity for each child to teach something which is peculiar to his own culture.

To provide pertinent, guided, field trip experiences, in order that the students may see, first hand, the contributions of their own locale. (The governor's palace, Onate monument, Las Cocinitas)

To do both oral and written evaluating about such abstractions as understanding oneself and others; how each of us is linked to others and as dependent upon people of the past as well as contemporaries; the universality of problems of all people in all eras; the necessity for such things as pride, integrity, and responsibility.

To be able to cite a number of historical figures, Spanish, Indian, and Anglo, and the roles played by each in the development of the Southwest

To discuss persons in terms of their common needs, goals, emotions, and aspirations rather than in terms of their differences.

To view the "differences" as outgrowths of other needs and the meeting of circumstances; many of which are not so much "differences" as labeled differently from culture to culture.

To give each student an opportunity to use research materials in dealing with a specific "problem" concerning the history of the area.

To make available many of the culturally oriented pieces of literature, contemporary or otherwise, and to use these works as bases of discussions.

To become acquainted with many of the talented, knowledgeable people who are locally available: musicians, artists, jewelry smiths, drum makers, cooks, writers, historians, etc.

To provide opportunity for a student-arranged program to promote displays of cultural contributions and talents.

ACTIVITIES:

1. Essay: "Afternoon of an American. . ." (Indian boy, Coronado, missionary etc.)

2. "Devil's Dictionary": humrous definitions of such things as an explorer, missionary, Indian, Berring Straits, the Four Corners, etc

3. Student-original play set in an early American locale such as Tiquex the Staked Plains, an Apache village, etc.

4. Student imagined interview of an early American. (May be dramatized by two students)

5. Prepare gallies and newspaper of an early issue-complete with such things as feature stories, advertisements, etc. (researched) for a local area such as Pena Blanca or Cerrillos.

6. In culturally mixed student groups read, review, and plan a panel discussion on a culturally oriented novel such as HE MAN WHO KILLED THE DEER by Frank Waters.

7. Student prepared folk art exhibit comparable to those featured at the Folk Art Museum in Santa Fe.

8. Student-arranged program of narrated legends and tales common to the Indian, Spanish, or any other cultures which initiated "early America", such as the Appalachian Mountain country, the Pennsylvania Dutch, the Florida Peanhandle, Cuentos from Northern New Mexico or Southern Colorado

9. Student-made models - such locales as the Coronado monument, a morada, a specific pueblo, Onate's monument, Inscription Rock, etc.

10. Maps (salt or other media) of local historical spots: de Vargas' route, lay-out of a typical pueblo, las cocinitas, etc.

11. Arange for an exhibition by an Indian sand painter.

12. Speaker from Bernalillo Historical Society ie. Justin Rinaldi, Minter Wood.

13. Arrange for a day in a pueblo where students, in small groups, can be taught such things as how to bake bread, make a drum, do bead work, mocassins, etc. Indian students may be used to help instruct.

14. Similar trip to various Spanish homes, where such things can be learned as the use of herbs, how to make tortillas, and/or other foods, familiar tales and/or superstitions, fiestas celebrations, etc.

15. Following a prescribed route from one given place to another, assume that you are a reporter for a certain newspaper, assigned to interview a local person in each place along that route. Find out as much as possible regarding the history, the entertainment, foods, customs, legends, superstitions, etc.

16. Student bulletin boards according to pertinent early American themes.

17. "Create" excerpts from the diary of a historical figure in our part of the country some time around the 16th century: Antonio de Mendoza, Cabeza de Baca, Estevan, Marcos de Niza, El Turco, Isopete, Pope, Coronado, Onate, etc.

18. Keep an accurate, regular, honest, daily account of reactions to this unit.

19. Arrange a dictionary of words, place names, personal names, etc. associated with this unit and regional area.

MATERIALS

Story - Kemi, Charles J. "Change", LITERARY CAVALCADE, January 1969, p. 5

Poem - Hillyer, Robert. "After the Antique Show", LITERARY CAVALCADE, January 1969, p. 9

Poem - "The Scar", LITERARY CAVALCADE, January 1969. p. 10

Story - Hoyer, Linda Grace. "The Predator", LITERARY CAVALCADE, November 1968 pp. 34-35.

Story - Nissenson, Hugh. "In the Reign of Peace", LITERARY CAVALCADE, January 1970, pp. 507

Story - Vonnegut, Kurt. "D. P.", LITERARY CAVALCADE, December 1969.

Poem - Santa Fe Indian students, "Of Native Heritage", LITERARY CAVALCADE, November 1969, pp. 12-14.

Novel - Waters, Frank - PEOPLE OF THE VALLEY

Novel - Waters, Frank - THE MAN WHO KILLED THE DEER

Children's Story - Navajo Indian Legend, WHITE HORSE or a STORY OF THE GRAND CANYON, Albuquerque, University of New Mexico, 15 pp

Map - Denoyer-Geppert, "Pictorial Map Depicting the Literary Development of the United States"

Novel - Davis, Sammy Jr., YES I CAN

Poem - Hughes, Langston, (any available)

Novel - Lewis, Oscar, CHILDREN OF SANCHEZ

Novel - Lee, Harper, TO KILL A MOCKING BIRD

Novel - Baldwin, James, TELL ME HOW LONG THE TRAIN'S BEEN GONE

Recording - Vigil, Cleofis, "New Mexican Alabados"

Recording - Manitas de Plata, "Flamenco Music"

Recording - Chavez, Älex, J., "El Testamento"

Text - Perrigo, Lynn I., RIO GRANDE ADVENTURE, Chicago: Lyons and Carnaham, 1964, 278 pp.

EVALUATIONS:

1. Maps
2. Reports (oral)
3. Essays
4. Reaction papers (various field tri ps, speakers, etc)
5. Student teachers (to teach cooking, jewelry work, etc)
6. Class discussions
7. Voluntary contributions (class-sponsored displays, assemblies, and/or other original)
8. Projects (models, dictionaries, fictional diaries, etc.)
9. Bulletin boards
10. Diaries
11. Collages
12 Notebooks

AMERICAN FOLKLORE

OBJECTIVES:

To be able to list and discuss the common characteristics of a folk tale

To increase vocabulary and develop a working knowledge of such jargon as "local color", "caricature", "dialect", "ethnomusicology", "myth", "fable", "culture", etc.

To become familiar with the exploits, lagendary and fictional, of the famous American folklore hours.

To be able to locate the folk heroes geographically.

To acquire a background of American folk tales, both local and otherwise

To practice speech-making (folk-tale-telling) according to specific tions. such as time allotment and interpretation.

To be able to identify and describe a listing of folklore examples, particularly those of local interest.

To write a short discussion paper on a specific folk character, pertinent to a geographic area, preferably local.

To be able to write and/or discuss the growth of American folklore, showing a knowledge of artifacts, music, art work, dance, historic markers, home remedies.

To write an original folk tale.

To be able to write or tell accountings of non original local tales.

To accumulate and be able to sing a variety of American folk songs

To acccumulate and be able to identify by title and author a variety of folk poems.

To participate in a minimum of one class committee--oriented group

To terminate the unit with a well developed collection of folk source material.

To write a reaction paper responding to the various field tri ps taken.

To be able to discuss, orally and in writing, the implications of folklore, particularly those which go beyond the realm of literature.

To visit and become familiar with a number of nearby towns and villages and to become familiar with a sampling of the lore common to each.

To be able to meet with local folk talents who will discuss the use of their art and how they identify as representatives of a folk medium.

To read for class discussion at least one novel which is distinctly representative of a culture.

To be familiar with a variety of folk music and stories and to be able to discuss in what ways specific tales reflect a particular culture.

To produce a minimum of three folklore projects.

ACTIVITIES

1. Tell an anecdote of something which happened to a relative or neighbor in his childhood as he recalled it for you. (example, Red Barbers Article, Lit. Cav., April 1970)

2. Write, in prose or poetry form an original version of John Okai's "Freedom Symphony". (Lit. Cav. April 1970, p. 12)

3. Arrange Class-selected versions of the above in choral poetry form.

4. Same as no. 2 above for the poem "I will not go Back" by Milton Gieger (Lit. Cav. Dec. 1969)

5. From "The wireless" (Lit. Cav. April 1970) write a radio script presenting a news broadcast of an actual or manufactured, folk event or person.

6. Write a diary of an imaginary character - original or known folk hero

7. Interview an imaginary folk hero (ex. can be found in Mark Twain's recording of MARK TWAIN TONIGHT.

8. Attend and participate in an annual Spanish Fiesta, such as can be found in San Antonito, New Mexico in September and an Indian Fiesta (as a class)

9. Visit the home of a friend of a different cultural background during a holiday celebration.

10. Visitations from local persons to instruct students in cooking, crafts, etc. of a native culture.

11. Visits from local artists, such as Tom Noble or Tom Perkins, to lecture and demonstrate their talent.

12. Visits from local folk musicians, Vicente Saucedo, Alex Chavez, etc

13. Field trip to the Museum of Indian Ceremonial Art and Folk Art Museum in Santa Fe.

14. Write a reaction paper to field trips taken.

15. Read a number of traditional folk tales and list the apparent characteristics.

16. Narrate own origianl tale to class.

17. Write an original folk tale.

18. Produce a folk tale map of local area

19. Lecture by a local citizen who is well informed of the folklore of this area.

20. Student-sing from collection of mimeographed fook songs.

21. Student-arranged and performed folk assembly displaying local lore.

22. Folk art exhibit arranged by the students for the school.

23. Demonstration by a local sand painter.

24. Read, as a clean, the drama BELL, BOOK, AND CANDLE.

25. Listen to recordings of folk music (ie. Cleofis Vigil's, "Alabados", "El Testamento", "Manitas de Plata") and folk poetry.

26. Oral interpretations of folk poetry and other readings: particularly of a local origin.

27. Narrate a folk tale, original or other, accompanied by originally made audio-visual materials, such as flannel board cut outs.

28. Student direct and dramatize a folk tale for school program.

29. Compile a collection of local superstitions of the nature found in Mark Twain's , TOM SAWYER.

30. Research the local libraries for available folklore materials (tales, recordings, customs, superstitions.)

31. Collection of narrative folk poetry, such as Longfellow's "Hiawatha", Frost's, "Witch of Coos", Riley's, "Little Orphan Annie".

32. Folk tale-telling contest-rules and judging done by students.

33. Student arranged and executed folk lore bulletin boards-changed periodically during the unit.

34. Student selected and arranged folk tale magazine comprised or original student material.

35. Student-done illustrations to accompany original folk tales

36. Write a series of short, vivid paragraphs which may be used as background for an extemporaneous speech, on ways in which the Anglo-Saxon and either the Indian or the Spanish have something in common. (Research is advisable: consider such possibilities as a love of adventure; love of music; dance; etc. (Use specific examples.

AMERICAN FOLKLORE

MATERIALS:

Story - Jackson, Shirley, "The Lottery"

Story - Jackson, Shirley, "The Possibility of Evil", LITERARY CAVALCADE, March 1970

Story - Hutchins, Rebecca, "A Small, Gray Mouse", LITERARY CAVALCADE, March 1970

Article - Barber, Red, "An Engineer, His Kitchen, and a Rocking Chair". LITERARY CAVALCADE, April 1970

Poem - Okai, John, "Freedom Symphony", LITERARY CAVALCADE, April 1970, pp. 12-13.

Story - Brown, George Mackay, "The Wirless Set", LITERARY CAVALCADE, April 1970 pp. 14-15

Story - Stanton, Will, "The Summer of the Car", LITERARY CAVALCADE, February 1969

Story - Lawrence, D. H., "The Rocking Horse Winner", LITERARY CAVALCADE, October 1969

Story - Knight, Eric, "Never Come Monday", LITERARY CAVALCADE January 1969

Poem - Geiger, Milton, "I Will Not Go Back", LITERARY CAVALCADE, December 1969

Story - Stuart, Jeb. "The Wind in the Long Grass", LITERARY CAVALCADE, November 1969, pp. 407

Story - O'Connel, Monica, "Old Rosie", LITERARY CAVALCADE, October 1969

Play - Van Dueten, John, Bell, Book, and Candle, LITERARY CAVALCADE, April 1969.

Story - Twain, Mark, "Huck Finn and Tom Sawyer Among the Indians", LIFE, December 20, 1968, pp. 332-50

Novel - Twain, Mark, UP THE MISSISSIPPI.

Novel - Twain, Mark, TOM SAWYER

Novel - Twain, Mark, HUCKLEBERRY FINN

Childrens's Story - Navajo Indian Legend, WHITE HORSE, Albuquerque, University of New Mexico, 15 pp.

Map - Enco Oil Company, FOLKLORE AND LEGENDS OF OUR COUNTRY with a guide to the Treasures of America.

Pamphlet - The Bartlett Collection, THE IDEA OF FOLK ART, Santa Fe: Museum of New Mexico Press, 1963.

Pamphlet - Boyd, E., POPULAR ARTS OF COLONIAL NEW MEXICO Santa Fe: Museum of International Folk Art, 1959, 51 pp.

Pamphlet - International Folk Art Foundation, THE FIRST TEN YEARS, 1953 - 63, Santa Fe: Museum of New Mexico Press, 1963, 30 pp.

Article - Davis, Mary Gould, "Folk Tales Around the World," from COMPTON'S PICTURED ENCYCLOPEDIA, Chicago: Encyclopedia Britannica Educational Corporation, Reference Division, 1961, pp. 466-481.

Pamphlet - Dickerson, Tom, MAGIC AND MEDICINE IN FOLK ART, Santa Fe; International Folk Art, 1968.

Pamphlet - International Folk Art Foundation, MOUNTAIN FOLK OF THE SOUTHERN APPALACHIANS, Santa Fe: Museum of New Mexico, 1969.

Pamphlet - Museum of International Folk Art, INDIGO, Santa Fe: Museum, 1962.

Article - "Twain Helps Teach in Hannibal, Missouri", ENGLISH HIGHLIGHTS, April - May, 1967, pp. 305.

Article - "Pardon, but your Anglo-Saxon is Showing", ENGLISH HIGHLIGHTS, September - October, 1967, pp. 2-4

Stories - Harris, Joe Chandler - Any of the Traditional Uncle Remus and Brer Rabbit Tales.

Story - Irving, Washington, "The Devil and Tom Walker".

Story - Benet, Stephen Vincent, "The Devil and Daniel Webster".

Story - Twain, Mark, "The Delebrated Jumping Frog of Calaveras County".

Recording - Twain, Mark, "Blue Jay Yarn and Other Stories".

Recording - Chavez, Alex, "El Testamento"

AMERICAN FOLKLORE

RESOURCE PERSONS:

Tom Noble Tom Perkins	New Mexican painters; both young, local, and amenable to appearing before high school people for lecturing and demonstration. Tom Perkins is recommended as being more experienced and more of an extrovert. Contact Helen Lee at the Peddler's Cart in Hoffmantown.
Charles Proctor	For arrangements to visit the Folk Art Museum and the Museum of Navajo Ceremonial art in Santa Fe
Alex Chavez	New Mexican Folk singer: can be contacted at Sandia High School or 12428 Placid Ave. N.E., Albuquerque.
Justin Rinaldi	Bernalillo Historical Society: can be contacted at Central Office, Bernalillo Public Schools
Juanita Cata	Indian Folk story teller; U.N M Comes equipped with flannel board materials. etc ; primarily versed on the Navajo.
Joè Sando	Available for lecturing on the Indian culture; can be contacted through the All Pueblo Indian Council.

EVALUATIONS:

1. Written-original folk tales
2. Narrations of folk tales
3. Projects (song fest; folk tale magazine; illustrations; researched materials).

4. Essays

5. Reaction papers

6. Short, timed-speeches (anecdotes; tales)

7. Class discussions

8. Class participation (class-sponsored programs; assemblies, obtaining speakers; drama productions).

9. Bulletin boards, notebooks, tests-essay and objective